# DOCUMENT RESUME

ED 272 474 SP 027 861

| | |
|---|---|
| AUTHOR | Terrell, Mary Sue |
| TITLE | Resource Manual for College Supervisors. Developed as a Part of the Teacher Education Internship Project. |
| INSTITUTION | University of North Florida, Jacksonville. |
| PUB DATE | 84 |
| NOTE | 135p.; For related documents, see SP 027 860 and SP 027 862. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | Elementary Secondary Education; Higher Education; Internship Programs; *Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers; *Student Teacher Supervisors; *Supervisory Methods; Teacher Responsibility; *Teacher Role |
| IDENTIFIERS | *Clinical Supervision; *Teacher Education Internship Project; University of North Florida |

ABSTRACT

This handbook is part of a series of guides developed for use with the Teacher Education Internship Project at the University of North Florida. This resource manual contains information of use to the college supervisor. Topics covered include: (1) the roles and responsibilities of the college supervisor; (2) the roles and responsibilities of the director of the internship program; (3) clinical supervision; (4) planning conferences; (5) observation; (6) data collection and analysis; (7) supervisory post-conference; (8) formative analysis; and (9) summative evaluation. Samples of charts and instruments used by the college supervisor during the intership and a list of references are included. (CB)

***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

ED272474

# RESOURCE MANUAL

for

COLLEGE SUPERVISORS

Developed as a part of the

Teacher Education Internship Project

by

Dr. Mary Sue Terrell, Assistant Professor

University of North Florida

Revised, Summer, 1984

SP027861

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M.S. Terrell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

## Table of Contents

Page

I. Purposes of Manual .................................. 1

II. Roles and Responsibilities of the Director of the Internship Program .................................. 3

A. Professional Relationships .................. 4

B. Policy-Making and Implementation ........... 5

C. Placement of Interns ....................... 5

D. Orientation of Directing Teacher ........... 6

E. Record-Keeping ............................. 6

F. Program Evaluation ......................... 7

III. Roles and Responsibilities of the College Supervisor. 8

A. Liason with the Cooperating School ......... 8

B. Assistance to the Directing Teacher ........ 8

C. Responsibilities to the Intern ............. 9

IV. Clinical Supervision

A. Definitions ................................ 14

B. Conceptual Elements ........................ 17

C. Model for Clinical Supervision Cycle ....... 20

V. Planning Conference

A. Purpose .................................... 21

B. Arranging Details for Observation .......... 21

C. Analyzing Intern's Plan for Teaching ....... 21

D. Lesson Plan ................................ 22

E. Sample Lesson Plan Format .................. 23

F. Questions to Ask ........................... 24

G. Selecting the Formative Instrument for Observation .................................. 27

H. Arranging for the Supervisory Post-Conference... 28
I. Sample Lesson Plan Format ...................... 29
J. Lesson Plan: Special Education ................. 31
K. Planning Data Form: FPMS ....................... 32
L. Adaptation of Form: FPMS ....................... 35
M. Formative Planning Instrument: FPMS ............ 39

VI. Observation

A. Approaches ..................................... 53
B. Observation Systems ............................ 53
C. Recording of Data .............................. 57
D. Assumptions .................................... 57

VII. Analysis of Data

A. Purposes ....................................... 59
B. Forms .......................................... 59
  1. Simple Inventory ............................. 59
  2. Critical Incidents ........................... 59
  3. Recurrent Patterns ........................... 59
C. Model of Post Observation Analysis Cycle ....... 61
D. Recurrent Patterns ............................. 62
  1. Reasons for Saliency ......................... 62
  2. Reasons for Fewness .......................... 62
  3. Reasons for Treatability ..................... 62
  4. Criteria for Saliency ........................ 63
  5. Criteria for Fewness ......................... 64
  6. Principle of Data ............................ 64
  7. Principle of Subsumption ..................... 65

8. Principle of Sameness or Difference ....... 65
9. Principle of Loading ...................... 65
10. Principle of Time ......................... 65
11. Principle of Energy ....................... 66
12. Principle of Sequence ..................... 66

VIII. Supervisory Post-Conference

A. Definition .................................... 68
B. Purpose ....................................... 68
C. General Guidelines ............................ 69
D. Roles of the College Supervisor in Climate Building ..................................... 72
E. Conference Skills/Feedback: FPMS .............. 76
F. Supervisory Conference Planning Form .......... 81
G. Elements of a Successful Conference: FPMS ..... 82

IX. Formative Analysis

A. Purposes ...................................... 84
B. Internship Enabling Activities ................ 84
C. Generic Competency Check List ................. 84
D. Formative Instrument I ........................ 85
E. Formative Instrument II ....................... 85
F. Intern Professional Plan/ Professional Development Plan ...................................... 85
G. Internship Evaluation: Physical Education ..... 85
H. Internship Evaluation: Special Education ...... 86
I. Intern Behaviors Instrument ................... 86
J. Intern Seminars ............................... 86
K. Log ........................................... 86

L. Portfolio .......................................... 86

M. Samples of Formative Instruments ................. 87-98

X. Summative Evaluation

A. Assumptions ....................................... 99

B. Assignment of Letter Grades ....................... 100

C. Contract Grading System ........................... 101

D. Point System ...................................... 101

E. Professional Development Plan ..................... 101

F. Intern Self Evaluation ............................ 101

G. Generic Competencies Checkoff ..................... 101

H. Internship Profile ................................ 102

I. Log of Time Spent in Intern Supervisory Activities 102

J. Log of Time Spent in Intern Supervisory Activities (Supervisor's total time) ........................ 102

K. College Supervisor Evaluation of Internship Program ............................................ 102

L. Sample of Summative Instruments ................... 103-109

XI. References ........................................... 110

This Resource Manual for College Supervisors of Interns is developed in conjunction with the College of Education and Human Services Teacher Education Internship Project.

The purposes of this manual are to:

a. orient the college supervisor to the policies and procedures of internship,

b. assist the college supervisor in facilitating the professional growth of his/her interns,

c. distinguish among the rules and responsibilities of the college supervisor in the regular school site, the cluster site, and the intensive site,

d. assist the college supervisor in understanding the concept of clinical supervision as the basis for supervisory functions,

e. assist the college supervisor in acquiring and enhancing skills inherent in clinical supervision: observing, analyzing, conferencing,

f. orient the college supervisor to the objectives for internship as identified in the Intern Module,

g. relate the objectives for internship as developed by the College of Education and Human Services to the state-mandated twenty-four generic competencies for teachers,

h. show the relationship of the objectives of internship to the Florida Performance Measurement System,

i. provide alternative instruments and procedures useful for the collection of formative and summative data on intern performance,

j. facilitate the college supervisor's record-keeping responsibilities, as needed for effective and efficient supervision, and

k. provide means for gathering data from the college supervisor to be used for program evaluation.

The roles and responsibilities of the college supervisor are related to the functions of the Director of the Internship Program. The Director facilitates the work of the college supervisor by establishing the framework within which the supervisor works and by providing assistance, as needed, in the supervisor's relationship with the cooperating school. It is helpful, therefore, for the college supervisor to be aware of the roles and responsibilities of the Director of the Internship Program.

## Roles and Responsibilities of the Director of the Internship Program

The Director of the Internship Program provides the overall leadership and direction for the internship program. The responsibilities of the Director are organized into six general categories:

(1) Professional Relationships

(2) Policy-Making and Implementation

(3) Placement of Interns

(4) Orientation of Directing Teacher

(5) Record-Keeping

(6) Program Evaluation

### Professional Relationships

One of the most important responsibilities of the Director of the Internship Program is to establish and maintain a positive professional relationship with the educators in the service area, both at the district level and at the local school level. More specifically, the Director of the Internship Program:

a. represents the university to the professional community in a positive manner,

b. maintains professional contact with educators at the district and school level,

c. communicates the philosophy and purposes of the internship program to personnel at the district and local level,

d. examines, and is sensitive to, the needs of the schools in relation to expectations being made of them by the university,

e. determines means by which the university community can provide service and assistance to the schools in the service area, and

f. communicates, when requested, the availability of education graduates for positions in schools.

## Policy-Making and Implementation

In the area of policy-making and implementation, the Director of the Internship Program:

a. assists in the development of established policies and procedures, consistent with state mandates and university philosophy, for internship,

b. communicates established policies and procedures to appropriate university personnel,

c. communicates established policies and procedures to personnel at the district level and in the cooperating schools, and

d. orients interns to the university policies and procedures which will affect their internship experience.

## Placement of Interns

One of the most important functions of the Director of the Internship Program is the placement of interns. In this regard, the Director:

a. distributes application forms to all students seeking to enroll in internship,

b. determines the eligibility of candidates for internship,

c. prepares placement recommendations through the appropriate county contact person,

d. makes the most appropriate and efficient placement of the intern in the cooperating school, ensuring that "other-cultural" and "other-grade-level" criteria are met,

e. communicates intern placement information to university personnel: division chairpersons, Program Director for Educational Foundations, college supervisors,

f. communicates intern assignments to cooperating school personnel: principal and directing teacher,

g. communicates to intern his/her school assignment and the name of the college supervisor, and

h. assists the college supervisor in the reassignment of an intern, if necessary.

## Orientation of Directing Teacher

The Director of the Internship Program assumes the responsibility of initially orienting the directing teacher in his/her roles and responsibilities. The Director:

a. provides the directing teacher with information regarding the personal background and professional preparation of the intern,

b. provides the directing teacher with information regarding the general policies and requirements of internship,

c. provides the directing teacher with information regarding his/her role and responsibilities in the internship program, and

d. distributes to the directing teacher the materials, forms, and instruments used for record-keeping.

## Record-Keeping

To facilitate an effective and efficient internship program, records must be maintained. All of the personnel involved in the internship program, the Director, college supervisor, directing teacher, and intern, have responsibilities in this regard. It is one of the functions of the Director of the Internship Program to facilitate this process. Thus, the Director:

a. provides overall leadership and direction for the development and revision of materials, forms, and instruments for the internship program,

b. distributes materials, forms, and instruments regarding the internship program to the intern, directing teacher, and college supervisor, and

c. maintains records of the internship program as required by the state for documentation and evaluation purposes.

## Program Evaluation

In order to increase the effectiveness and efficiency of the Internship Program, data must be collected and evaluated. The Director of the Internship Program facilitates program evaluation via assessment of the internship program by:

a. collecting data from the intern, directing teacher, and the college supervisor on the quality of the internship experience,

b. collecting data from the intern, the directing teacher, and the college supervisor on the effectiveness of the teacher education program to prepare the students for internship,

c. collecting data from the intern and the directing teacher on the quality of supervision by the college supervisor,

d. collating, summarizing, and distributing data regarding the effectiveness of the internship experience to use for program evaluation, and,

e. collating and summarizing data regarding the effectiveness of the teacher education program to prepare students for internship and sharing this data with the Dean, Division Chairperson, Program Director, and members of the College Field Services Committee.

## Roles and Responsibilities of the College Supervisor

As the process of supervision is so complex, so are the roles and responsibilities of the college supervisor complex and varied. For organizational purposes, these responsibilities of the college supervisor are divided into three areas: Liason with the Cooperating School, Assistance to the Directing Teacher, and Responsibilities to the Intern.

### Liason with the Cooperating School

As the primary liason between the university and the cooperating school, the college supervisor works closely with the school to develop a plan which facilitates the professional growth of the intern and enhances the program of the cooperating school. To this end, the college supervisor:

a. facilitates communication between the personnel of the cooperating school and the university,

b. orients the cooperating school personnel to the philosophy, organization, and objectives of the internship program,

c. clarifies the roles and responsibilities of the cooperating school personnel in regard to the intern and the university,

d. serves as a resource to the faculty and staff of the school, and

e. provides professional services to the cooperating school, if feasible.

### Assistance to the Directing Teacher

An important responsibility of the college supervisor, and one which significantly impacts the quality of the internship experience, is to provide direction and assistance to the directing teacher. To facilitate the effective and efficient participation of the directing teacher, the college supervisor:

a. confers with the directing teacher to assist in the orientation of the directing teacher and the intern,

b. assists the directing teacher in understanding his/her roles and responsibilities in the internship experience,

c. assists the directing teacher in planning and organizing a program for the intern which gives him/her optimum opportunity to demonstrate the specified competencies in internship,

d. assists the directing teacher in developing and organizing a plan for the intern which allows him/her to become increasingly responsible for teaching behaviors,

e. familiarizes the directing teacher with the record-keeping responsibilities associated with the supervisory process,

f. assists the directing teacher in developing skills in the process of clinical supervision - observing, analyzing, conferencing, evaluation - through verbal communication and modeling,

g. assists the directing teacher in the selection and use of effective formative instruments for intern observations and feedback,

h. confers with the directing teacher and intern to develop a professional plan for the intern designed to enhance strengths and remediate weaknesses,

i. assists the directing teacher in detecting, analyzing, and providing feedback to interns who experience serious difficulties in the internship experience,

j. seeks input and recommendation from the directing teacher concerning the summative evaluation of the intern, and

k. serves as a resource to the directing teacher and other personnel in the cooperating school.

Responsibilities to the Intern

While the college supervisor performs an important service to the cooperating school and to the directing teachers, the primary function of the college supervisor is to facilitate the professional growth of the intern. Each intern is a distinct individual who requires the college supervisor to assume different roles at different times. However, it is possible to identify the ways in which college supervisors generally provide assistance to the intern. To assist the intern, the college supervisor:

a. confers with the intern to orient him/her to the cooperating school to which he/she has been assigned,

b. orients the intern to the objectives of internship and his/her responsibility for the demonstration of the specified competencies,

c. communicates to the intern the expectations for participation in intern seminars,

d. facilitates communication between the intern and the directing teacher,

e. monitors the intern's experiences to ensure an appropriate number of hours are accumulated in observation, participation, and teaching,

f. assists in the resolution of any problems which the intern encounters in the internship setting,

g. familiarizes the interns with the formative instruments to be used for observations,

h. confers with the intern in a planning pre-conference before each scheduled observation,

i. observes the intern a minimum of three times for scheduled observations and at least one unannounced observation to analyze effective and ineffective teacher behaviors and the intern's demonstration of the stated competencies,

j. confers with the intern, and the directing teacher, if possible, in a supervisory post-conference following each observation to share analysis of the teaching behaviors observed,

k. provides written feedback of the intern following each formal observation,

l. provides written documentation concerning the formative observation of the intern to the Director of the Internship Program,

m. creates, in collaboration with the directing teacher and intern, an evolving professional development plan aimed to enhance strengths and remediate weaknesses of the intern,

n. requests that other college supervisors or professionals observe the intern, if additional feedback is needed,

o. discusses the intern's personal problems as they relate to and impact his/her effectiveness in internship and suggest referrals, as indicated,

p. analyzes the intern's written daily lesson plans and unit plans to ensure effective planning by the intern,

q. examines and provides feedback to the intern regarding his/her portfolio, if one is required by the college supervisor,

r. observes, examines written materials, and confers with the intern in order to document the intern's demonstration of the state-mandated twenty-four competencies for teachers,

s. analyzes the intern's professional attitudes and commitment toward teaching as a career,

t. discusses the professional goals of the intern and provides counsel,

u. communicates the process and procedures to be used in determining the summative evaluation of the intern,

v. orients the intern to the instrument to be used for summative evaluation,

w. confers with the intern and the directing teacher, at the conclusion of internship, regarding the summative evaluation of the intern,

x. shares with the intern the written summative evaluation which becomes a part of the intern's placement papers at the university, and

y. recommends a change in placement of the intern or the removal of the intern, if needed, in a professional manner so as to maintain the integrity and esteem of all concerned.

The roles and responsibilities of the college supervisor may vary according to the type of school setting for interns to which he/she is assigned. Interns at the university may be assigned to a regular school site, a cluster site, or an intensive site.

## Cluster Site

A cluster site is defined as a school which serves as the placement for a number of interns, usually six to eight interns. While the role of the supervisor at a cluster site is consistent with the role of the supervisor at the regular site, the placement of several interns within one school allows for more efficient and effective supervision by the college supervisor. Particularly significant is the fact that the cluster site facilitates increased observation and supervision by the college supervisor. The interns benefit by maximum contact with the college supervisor and by the camaraderie which usually develops among the interns. This association with other interns is particularly beneficial for the intern who lacks self confidence or who can benefit from ideas and resources shared by the other interns. This clustering of interns also allows the college supervisor to have increased contact with the school to facilitate professional growth of the faculty and to enhance the cooperative relationship between the school and the University of North Florida.

## Intensive Site

The role of the college supervisor of interns at an intensive site encompasses the roles of supervisors at regular sites and at cluster sites. In addition, the college supervisor, because of his/her reduced teaching responsibilities, is able to provide additional preservice instruction to the intern and inservice assistance to the school faculty and staff. The function of the college supervisor at the intensive site is largely determined by the building principal and teachers who determine in what ways the supervisor serves as a resource.

In schools which serve as intensive sites, college supervisors often provide the following services and participate in the following activities:

A. provide increased observation and conferences for interns,

B. assist teachers in developing curriculum materials for use in their classes,

C. demonstrate specific teaching strategies in classrooms,

D. provide inservice to faculty,

E. develop protocol tapes at the school for use in classes at UNF,

F. provide information to faculty regarding graduate courses and programs available at UNF,

G. tutor individual and small groups of students with special needs,

H. organize a professional library for use by interns and directing teachers,

I. develop a special course for faculty at an intensive site,

J. attend county inservice and school social activities, at the invitation of the school,

K. assist grade level teachers in organizing materials to facilitate their use by the teachers,

L. guide interns to be more effective observers and assessors of teacher behavior by videotaping each other, and

M. enhance the relationship between UNF and the school through increased contact with all faculty and staff.

It is suggested that faculty who are supervising cluster and intensive sites have an initial meeting during the first week of the semester with the principal and suggest ways he/she can provide service to the school. At that time, the principal may take the initiative to use the college supervisor as a resource, or the supervisor may make specific suggestions. During the semester, the college supervisor, intern, and directing teacher are encouraged to make suggestions to the principal as to ways the college supervisor can serve the pupils and the faculty.

The primary function for the college supervisor is to improve instruction by the intern and to increase the professional growth of the intern. This purpose is congruent with the concept of clinical supervision.

According to Robert J. Krajewski (1982), clinical supervision can be viewed both as a concept and as a process. He points out that clinical supervision, as defined by Morris Cagan (1973), is a process:

> Clinical supervision is focused upon the improvement of the teacher's classroom instruction. The clinical domain is the interaction between a specific teacher or team of teachers and specific students, both as a group and as individuals. Clinical supervision may therefore be defined as the rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship beween teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behavior.

Cogan (1973) described clinical supervision as including eight phases which he called "the cycle of supervision." These phases are:

1. Establishing the teacher-supervisor relationship
2. Planning with the teacher
3. Planning the strategy of observation
4. Observing instruction
5. Analyzing the teaching-learning processes
6. Planning the strategy of the conference
7. The conference
8. Renewed planning

Goldhammer (1969) saw clinical supervision, according to Krajewski (1982), as an idea to be included in a humanistic process. Goldhammer explained clinical supervision:

> "Clinical" conveys an image of face-to-face relationships between supervisors and teachers.. "Clinical" supervision is meant to imply supervisors up close... the term should also denote supervison of actual professional practice, of actual professional behavior. What the teacher does is central in clinical supervision, of which one hallmark is that the

> supervisor is an observer in the classroom and that the observational data collected represent the principal foci of subsequent analysis... Given close observation, detailed observational data, face-to-face interaction between the supervisor and the teacher, and an intensity of focus that finds the two together in an intimate professional relationship, the meaning of "clinical" is pretty well filled out. An image of idiographic analysis of behavioral data and a tendency to develop categories of analysis after teaching has been observed, rather than beforehand, completes the picture.

Goldhammer identified five stages in the process of clinical supervision:

1. Pre-observation conference
2. Observation
3. Analysis and strategy
4. Supervision conference
5. Post-conference analysis

Krajewski (1982) states that Abrell also saw clinical supervision as a process. This process, according to Abrell (1974), included five steps:

1. Establishing an open, trusting, and collegial relationship;
2. Identifying needs, aspirations, talents, and goals of both persons and institutions in which the trusteeship is to take place;
3. Planning what is to be done, how it is to take place, and when it is to occur;
4. Observing the performance by "taking the role" of the performer, the learner, and the supervisor; and
5. Analyzing the performance, holding conferences, and sharing appraisal feedback.

Clinical supervision is viewed as a process by Krajewski (1982) consistent with the five steps identified by Goldhammer. However, Krajewski emphasizes the importance of "establishing and maintaining rapport". Thus, Krajewski sees clinical supervision as:

Pre-observing R

A

Observing

P

Analyzing P

O

Reporting

R

Critiquing T

Krajewski (1982) points out that while Sergiovanni (1976) viewed clinical supervision as an idea, he viewed it even more as a concept. Sergiovanni defined clinical supervision:

> Clinical supervision is a planned intervention into a world of the artificial. Its objective is to bring about improvements in classroom operation and teacher behavior...clinical supervision is not only concerned with teacher behavior and the antecedents of this behavior but with the incompleteness with which most of us view our assumptions, beliefs, objectives, and behavior...the supervisor works to surface dilemmas from inconsistencies that exist between teacher-stated intents and antecedents and intents and antecedents inferred from teacher behavior and artifacts of that behavior.

According to Shane and Weaver, (1976) clinical supervision:

> refers to a form of professional "support system" for teachers that encourages personal, social, academic, and general intellectual development as coordinate and indispensable components of their progress toward greater instructional and pupil guidance skills in the classroom.

Flanders, (1976) in his analysis of the instructional process, viewed clinical supervision as:

> a special case of teaching in which at least two persons are concerned with the improvement of teaching and at least one of the individuals is a teacher whose performance is to be studied... it seeks to stimulate some change in teaching, to show that a change did, in fact, take place, and to

> compare the old and new patterns in instruction in ways that will give a teacher useful insights into the instructional processes... but much depends on how improvement is to be defined and how one decides that improvement has occured.

From this historical perspective, Krajewski concludes that the more recent proponents of clinical supervision have supported clinical supervision as a concept rather than as a process. It appears that clinical supervision must first be considered as a concept and also as a process. To attempt to define it as either a concept or a process restricts the potential it has for the college supervisor.

In 1977-78, the Association for Supervision and Curriculum Development organized a group to consider the "Role and Responsibilities of Supervisors". Among the persons interviewed were teacher educators, school administrators, teachers, and professors of curriculum. Those interviewed were asked to identify the activities of instructional supervision. Forty-nine of the sixty-three suggestions involved the techniques and practices of clinical supervision. In response to other questions, the interviewees stated that interaction among the instructional personnel was vital to the success of the learning process, and that clinical supervision was the process which encouraged this interaction.

Krajewski (1982) states that supervisors must first understand clinical supervision as a concept before they can be trained in the skills involved in the process of clinical supervision. He identifies seven "concepts" or "conceptual elements" which are included in clinical supervision literature and practice. He states that each is necessary to create the foundation upon which to build clinical supervision programs.

1. Clinical supervision is a deliberate intervention into the instructional process.

Using Krajewski's ideas to apply to the internship setting, the college supervisor intervenes when he/she observes the intern's lesson, analyzes data collected, reports findings to the intern, and works with the intern to plan for improvement. This intervention is deliberate in that the college supervisor and intern plan what is to be observed and the instruments to be used in the observation.

2. Clinical supervision creates productive tension for both teacher and supervisor.

Krajewski states that the act of being observed and provided feedback is tension-producing for teachers. He suggests that the supervisor, also, experiences tension as he/she assumes the multi responsibilities for improving instruction by the teacher.

As applied to supervision of interns, it might be assumed that the intern will be likely to experience even more tension as he/she is aware that the summative evaluation will be a grade for course credit.

3. Clinical supervision requires supervisor knowledge and training.

College supervisors must understand instructional skills in order to fulfill their role. Clinical supervision requires the college supervisor to be able to observe a specified lesson and collect data on a specific teaching skill. Although every college supervisor is not an expert in every aspect of the curriculum, the techniques used have applicability to most every subject.

4. Clinical supervision is a technology for improving instruction.

Krajewski (1982) points out that clinical supervision is both a technology and a use of technology. He states that the key element is objectivity.

5. Clinical supervision is goal-oriented, systematic, yet flexible.

Clinical supervision requires that objectives for observed lessons be specified and that the improvement of a specific teaching behavior to improve instruction serve as the goal. The college supervisor must be systematic, yet flexible, to meet the needs of the intern.

6. Clinical supervision requires mutual trust and rapport nurturance.

Krajewski (1982) states that "rapport is the binding element for clinical supervision". (p. 42) The college supervisor must create and maintain a trust relationship with the intern.

7. Clinical supervision fosters role delineation.

"Role delineation is perhaps the most overlooked, least understood and accepted" element, according to Krajewski (p.42). The college supervisor and the intern must understand and accept the roles for which each is responsible.

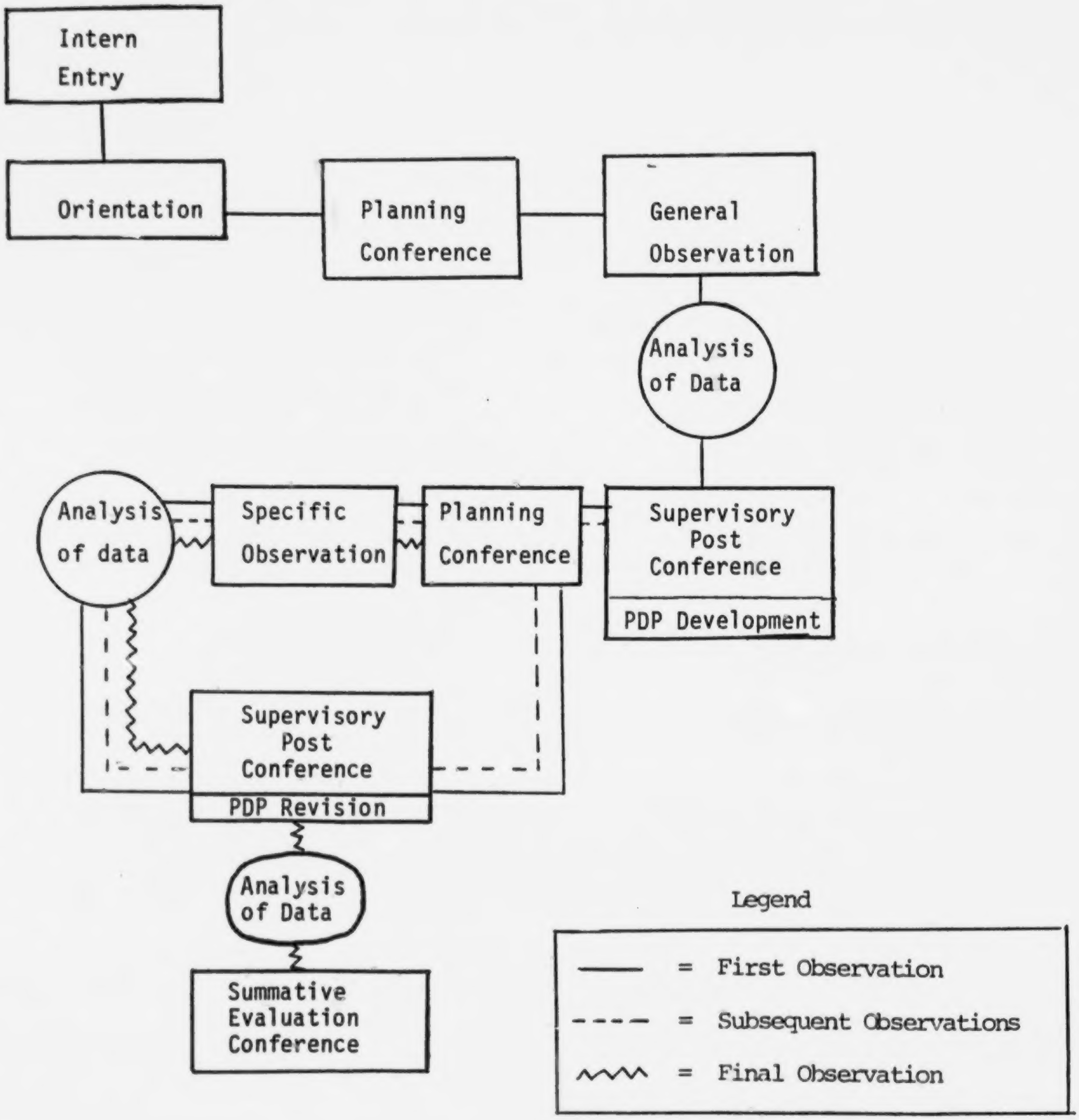
The model on page 20 illustrates the Clinical Supervision Cycle as it applies to intern supervision by college supervisors.

The model reflects that, first, the college supervisor arranges a planning conference with the intern and directing teacher prior to an observation. After analyzing data collected during the observation, the college supervisor meets with the intern, and possibly the directing teacher, in a supervisory post-conference. In this conference, the college supervisor, intern, and directing teacher develop a PDP, Professional Development Plan, for the intern.

The cycle of planning conference, observation, analysis of data, and supervisory post-conference is repeated for further formative analysis of the intern's instruction with revisions made of the PDP as needed. Lastly, a conference is scheduled with the directing teacher, and then with both the directing teacher and intern to consider the summative evaluation of the intern.

To further amplify the Cycle of Clinical Supervision, as represented in the model, the Resource Manual provides information on each of the components of Clinical Supervision: Planning Conference, Observation, Analysis of Data, Supervisory Post-Conference.

## Clinical Supervision Cycle


Intern Entry
Orientation
Planning Conference
General Observation
Analysis of Data
Supervisory Post Conference
PDP Development
Planning Conference
Specific Observation
Analysis of data
Supervisory Post Conference
PDP Revision
Analysis of Data
Summative Evaluation Conference
Legend
= First Observation
= Subsequent Observations
= Final Observation

PDP = Professional Development Plan

## PLANNING CONFERENCE

After the intern is oriented to the school setting and the class with whom he/she is working, the college supervisor confers with the intern and the directing teacher to determine a date for the first observation of the intern. It is important to arrange this first observation only when the intern is relatively comfortable with the class and feels sufficiently confident with the content to be taught. Consistent with the Clinical Supervision Cycle, a planning conference is scheduled between the intern and the college supervisor prior to the observation. It is helpful for the directing teacher to be a part of this conference, particularly in planning for the first observation.

The purpose of the planning conference is to ensure that the intern has adequately planned and to make preparation for the observation. Specifically, the purposes of the planning conference are to:

1. arrange the details for the observation,
2. analyze the intern's plans for teaching,
3. determine the formative instrument to be used for the observation, and
4. arrange for the Supervisory Post-Conference.

### Arranging Details for Observation

At the planning conference, the details for the observation are established. The time for the observation is determined as well as the length of time the intern will be observed. The college supervisor discusses with the intern the most effective seating placement for the observation, one which affords maximum opportunity to observe the intern and pupils with the least intrusion into the instructional process.

### Analyzing Intern's Plans for Teaching

The second purpose for the planning conference is to analyze the intern's plans for teaching and provide helpful feedback. Before discussing the specific plan the intern has developed, the college supervisor needs to be oriented to the frame factors which will impact the observation. The college supervisor determines from the intern the following information:

1. What is the grade level of the pupils?
2. Are the pupils ability grouped? If so, will the intern be working with one specific group?

3. Does the instructional group include any exceptional pupils, or pupils with special needs as language and/or cultural differences?

4. Will the directing teacher be in the class while the intern is teaching the lesson to be observed? Is this the first time the intern will be in the class without the directing teacher?

5. Will an aide or other resource teacher also be working with the class during the observation?

6. Will any pupils be leaving the class to work with resource teachers or to participate in extracurricular activities?

Additional questions to ask of the secondary intern are:

1. Is this class a requirement or an elective?

2. Are there prerequisites which pupils must meet to be in this class?

3. Do most of the pupils have the basic background and skills needed to be successful in this class?

### Lesson Plan

Once the frame factors have been established, the college supervisor sets the stage for analyzing the intern's plan for teaching. It is important that the college supervisor clarify that the purpose is to provide assistance in developing a plan for maximum teaching effectiveness. It is the intent of the college supervisor to ensure that the intern has planned specifically for the teaching episode to be observed.

The intern brings to the conference the written lesson plan developed for the lesson to be observed. The format for the written plan should reflect the form specified to the intern by the college supervisor during the orientation to internship. The written lesson plan most likely will include the following components:

## Sample Lesson Plan Format

Goals Objective:

Central Idea:

Rationale:

| Content | Procedures |
|---|---|
| | |

Pupil Evaluation:

Self Evaluation:

If another format is to be required for the lesson plan, the college supervisor needs to provide a copy to the intern. Other possible formats for lesson plans are included at the end of this section of the Resource Manual. It is expected that the intern may plan in less written detail as he/she progresses through internship. In fact, the intern, at some point, may begin to use the daily Lesson Plan Book used by the directing teacher. The degree of detail an intern uses in written plans is based upon the intern's need for specificity in planning.

If the intern is using an abbreviated form of written lesson plan, as may be the case for subsequent observations, it is important that the intern develop a detailed lesson plan for all those times he/she is to be observed by the college supervisor. This written plan is the basis for the planning conference with the college supervisor and guides the supervisor in selecting the appropriate formative instrument for observation.

In examining the written lesson plan, the college supervisor asks questions of the intern to clarify and to encourage the intern to think critically about the teaching episode to be observed. Questions the college supervisor might ask are:

What is the long-term objective?

What is the short-term objective?

How will you create a set to introduce the lesson?

What are the teaching strategies you will use?

What are the pupil activities you have included?

What do you need to locate/do/assemble beforehand?

How might you expect the pupils to respond?

How will you use pupil feedback, verbal and non-verbal, to alter your teaching during the lesson?

How will you deal with certain contingencies, as students' not having read the material, off-task behavior, etc.?

How will you achieve closure at the conclusion of the lesson?

What will be the follow-up to the lesson for the next instructional period?

How can I assist you?

In the Florida Beginning Teacher Program, the beginning teacher is asked to complete a Planning Data Form to be shared with the observer during the planning conference. This form, as completed by a beginning teacher, is included at the end of this section of the Resource Manual. An adaptation of this form is also included which is based on research findings as to the effective teaching of concepts, priciples, academic rules, value knowledge and skills.

During the planning conference, the observer uses the Formative Planning Instrument to guide the discussion with the teacher. This instrument consists of fifteen questions which are coded to the 24 Generic Competencies and to the Domains of the Florida Performance Measurement System. These questions are:

1. What do you plan to teach in this period of instruction?
2. What should the students know or be able to do as a result of instruction over this content?
3. What factors were considered in selecting content for this lesson?
4. How did you determine that students were ready for this lesson?
5. How did you decide how much content would be taught in this period of instruction?
6. How is this content related to previous and/or future lessons?
7. What elements of content will be emphasized in the lesson?
8. What materials are to be used for instruction and why were these selected?
9. What preparation of materials is required prior to the beginning of the lesson?
10. What plans have you made for managing materials during instruction?
11. What activities will be included in this lesson and for what purpose?
12. How will you conduct each of these activities?
13. What is the sequence of activities to be used in this lesson?
14. How will the class be organized for instructional activities?
15. How will you determine that the intended learning has taken place?

The teacher's responses to these questions and the information the teacher has included on the Planning Data Form provide information for the observer to use in checking the indicators on the Formative Planning Instrument. The Formative Planning Instrument is included at the end of this section of the Resource Manual.

The college supervisor may ask the intern to complete the Planning Data Form or an abbreviated version to be used during the planning conference. Similarly, the college supervisor may use the Formative Planning Instrument or an abbreviated version to determine the extent to which the intern has adequately planned for teaching.

After the intern has had experience in planning single lessons for teaching, it is suggested that the college supervisor require the development of a unit plan in a selected content area. A sample format of the unit plan is included at the end of this section of the Resource Manual. Thus, in subsequent planning conferences, the college supervisor will ask questions of the intern regarding the development of the unit plan and how the specific lesson to be observed relates to the unit plan. Questions the college supervisor might ask regarding the unit plan are:

> How did you determine the relevance or need for this unit of instruction?
>
> Were you able to integrate content areas and skills in the unit?
>
> What is the unifying element or theme of this unit?
>
> How did you determine the goal(s) for this unit?
>
> How did you determine the specific objectives for the daily lesson plans?
>
> How did you determine the resources to use in the unit?
>
> How did you determine the teaching methods and pupil activities to use to accomplish the stated objectives?
>
> How will you evaluate pupils to determine if the objectives were achieved?

## Selecting the Formative Instrument for Observation

The third purpose for the planning conference is to determine the focus for the observation and the formative instrument to be used by the college supervisor during the observation. It is likely that the first observation will be of a general nature in order to analyze broad areas of strength and weakness and to consider the intern's demonstration of the 24 Generic Competencies and the objectives of Internship as identified in the Intern Module. The first observation may be viewed as a diagnostic-prescriptive process which will serve to define the focus for subsequent observations. The final observation may also be of a general nature in order to gather data which examines the intern's progress as compared with the initial observation.

Formative instruments which may be used for gathering data during observations are included in the section of the Resource Manual labeled Formative Analysis. The college supervisor may have other data-gathering instruments he/she prefers to use. The formative instrument to be used in observations must be shared with the intern and the directing teacher during the planning conference.

In making decisions regarding the selection of the formative instrument, the college supervisor may ask the following questions:

1. Is the nature of the observation to be of a general nature or to focus on a specific aspect?
2. What features of the lesson taught give direction to the selection of the formative instrument - assuring congruence between the lesson and the data-gathering instrument?
3. Is there a generic competency or intern competency which has not been examined which needs a focus?
4. Has the intern or directing teacher expressed a concern which will provide direction for the formative instrument to be used?
5. Is there a need to gather certain data regarding the intern's performance which points to a specific formative instrument?
6. To what extent does the college supervisor understand and feel comfortable with a particular formative instrument?

In summary, the selection of the formative instrument is based upon the kind of data to be gathered. More specific information helpful in making decisions regarding the formative instrument to use is provided in the section of the Resource Manual labeled "Observation".

## Arranging for the Supervisory Post-Conference

The final purpose of the planning conference is to establish a time and setting for the supervisory post-conference. In planning this conference, the college supervisor needs to allow adequate time for analysis of the data collected during the observation.

Planning conferences for subsequent observations follow the same format as the planning conference for the initial observation. It is assumed that subsequent observations will deal more specifically with one aspect of teaching and be of a less general nature. Thus, the nature of the planning conference will change as the nature of the planned observation changes.

## SAMPLE LESSON PLAN FORMAT

NAME ______________________ SUBJECT ______________ ABILITY LEVEL ____________

UNIT TITLE _____________ GENERAL OBJECTIVE ________________ DATES ____________

| DATE IMPLEMENTED DATE COMPLETED | UNIT OR TOPIC | STANDARDS (SSAT, SAT, MLST) | OBJECTIVES |
|---|---|---|---|
| | | | |

| Instructional Materials/ Media/Special Resources (Speakers, Field Trips) | STUDENT ACTIVITIES (LEARNING PRINCIPLES/STRATEGIES) | MEANS EMPLOYED TO EVALUATE STUDENT LEARNING |
|---|---|---|
| | | |

Diagnostic-Prescriptive
Form

LESSON PLAN

Date ____________

## Special Education

1. Objective
   a. Enroute Objective: ____________

   b. Criteria to be used for each student: ____________

2. Activity
   a. Elicitors to be used: ____________

   b. Elicitor Level: Abstract ________ Concrete ________ Semi Abstract ________

   c. Activity: ____________

   d. Modality emphasized for each student: ____________

3. Reinforcement System
   a. Reinforcer used: ____________

   b. Reinforcer Level: Primary ________ Social ________ Symbolic ________

   c. Reinforcement Schedule: ____________

4. Evaluation:

   a. Rapport Established: Yes ________ No ________
   b. Objectives Communicated: Yes ________ No ________
   c. Objectives Accomplished: Yes ________ No ________

   Student's Name and Scores or Percentage

   1. ____________
   2. ____________
   3. ____________
   4. ____________
   5. ____________
   6. ____________

5. Application Activity: ____________

   Pupil(s) Response to Application Activity: ____________

## PLANNING DATA FORM

## FLORIDA PERFORMANCE MEASUREMENT SYSTEM

Teacher ______________________________ Interviewer ____________________

Date of Interview ______________

Directions: This form should be completed for the lesson that will be discussed in the scheduled planning interview. Please return it to the interview.

Content to be taught ________________________________________________

I. Analysis of Content

1. Place a check beside each form of knowledge that will be taught in this lesson.

_____ Concept--go to item #2

_____ Principle--go to item #3

_____ Rule--go to item #4

_____ Skill--go to item #5

2. Concept

a. Define the concept as you will define it during instruction.

____________________________________________________________

____________________________________________________________.

b. Identify the attributes of the concept.

____________________________________________________________

____________________________________________________________.

c. Name the examples that you plan to provide and/or elicit from your students.

____________________________________________________________

____________________________________________________________.

d. Name the non-examples that you plan to provide and/or elicit from your students.

____________________________________________________________

____________________________________________________________

____________________________________________________________.

e. Indicate any related concepts that you will distinguish from the concept you are teaching.

______________________________

______________________________.

3. Principle

a. State the principle exactly as you will present it to your students.

______________________________

______________________________.

4. Rule

a. State the rule exactly as you will present it to your students.

______________________________

______________________________.

b. Place a check beside each of the alternatives that describes how you will provide for rule application.

_______ Teacher provides situation
_______ Students provide situation
_______ Teacher provides application
_______ Students provide application

5. Skill

a. Name the skill(s) you will be teaching in this lesson.

______________________________

______________________________.

b. List the steps necessary to perform the skill in the sequence you will present them during the lesson.

______________________________

______________________________

______________________________

______________________________

______________________________.

## II. Identification of Materials

1. List the materials that you and your students will use during the lesson.

| Materials to be used by the teacher: | Materials to be used by the students: |
|---|---|
| | |
| | |
| | |
| | |

## III. Identification and Sequencing of Activities

1. List the activities that you and your students will engage in during the lesson and indicate their sequence by numbering the activities in the order in which they will occur in the lesson.

| Teacher Activities: | | Student Activities: | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

An Adaptation of PLANNING DATA FORM

INTERN______________________SCHOOL__________________GRADE LEVEL_____

CONCEPT

Definition:

Attributes:

Examples:

Non-Examples:

Related Concepts:

PRINCIPLE

Statement of Causal Principal:

Explication of the Cause:

Explication of the Effect:

Application of the Causal Principle:

## ACADEMIC RULE

Statement of the Academic Rule:

Description of Situations to which the Rule is Applicable:

Provision for Practice of the Rule:

## VALUE KNOWLEDGE

Statement of Value Question:

Development of Criteria of Judgment:

Organization of Facts to use in Answering the Value Question:

Testing of the Value Judgment:

## SKILL

Name of the Skill:

Steps Necessary to Perform the Skill in Sequence to be Presented in Lesson:

Provision for Practice of the Skill:

| TEACHER ACTIVITIES | TEACHER MATERIALS |
|---|---|
| | |

| STUDENT ACTIVITIES | STUDENT MATERIALS |
|---|---|
| | |

PUPIL EVALUATION

## FORMATIVE PLANNING INSTRUMENT

Focus: A specific item of content and associated expected learner outcomes should be identified. The teacher's responses, those made during the interview and on the Planning Data Form, should be considered in checking the indicators found on the right.

Competency: 9
Domain Indicator: 1.1.1, 1.4.1

Question #1

What do you plan to teach in this period of instruction?

Question #2

What should the students know or be able to do as a result of instruction over this content?

### INDICATORS

____related content is consistent with adopted curriculum materials and state and district goals

____expected learner outcome is identified

Focus: Responses to question #3 should reveal the rationale used by the teacher in selecting and evaluating the appropriateness of content to be taught.

Competency: 8, 9
Domain Indicator: 1.1.3, 1.5.2

| |
|---|
| Question #3<br>What factors were considered in selecting content for this lesson? |

*If learner state is included in the response to this question, proceed to question #4; if it is not included, proceed to question #5.

INDICATORS

____learner state*

____relation of content to other content in sequence or hierarchy of tasks

____curriculum guides or text materials

____timeliness

____content coverage of standardized test(s)

____other (specify)________________

________________________________

Focus: The interviewer is seeking information to indicate that the teacher has specifically considered learner entry state in deciding on the content to be taught, making use of appropriate diagnostic methods and available information.

Competency: 7
Domain Indicator: 1.5.1

Question #4

How did you determine that students were ready for this lesson?

INDICATORS

____pre-test was given and results analyzed

____analysis of previous work (assignments, practice, homework)

____observation: learner performance, attitude, interest

____on-going evaluation of learner capability: general ability, exceptionalities, etc.

Focus: Teacher decisions about pacing of content should be described in the responses to this question. The teacher may indicate that he/she considered one or a combination of factors in deciding how much content would be covered in this period of instruction.

Competency: 9
Domain Indicator: 1.1.5, 1.5.2

| Question #5 |
|---|
| How did you decide how much of this content would be taught in this period of instruction? |

INDICATORS

____learner state

____long- or short-term time constraints (amount of time available or a date or deadline)

____organization of curriculum materials (for example: "They have to have the post-test over these sounds before they start learning the next ones, so I am giving the test on Friday. That way we can start a new skill on Monday.")

____principle of learning (for example: "I don't want them to go on to the next part until I've had a chance to give them some feedback on what they've done, so I'm going to stop here and evaluate their work to this point before I give them the next section.")

Focus: The teacher's ability to specify the relationship between the content to be taught in this lesson and that taught in previous or future lessons indicates an awareness of correct content sequence and, in some instances, the application of principles of learning (i.e., remediation, extension, prerequisites, consolidation).

Competency: 9, 6/19
Domain Indicator: 1.1.4

| |
|---|
| Question #6<br>How is this content related to previous and/or future lessons? |

INDICATORS

____ remediation

____ extension

____ practice

____ prerequisite

____ consolidation (review)

____ enrichment

____ non-related (content that is selected on the basis of timeliness such as that connected with an unexpected event may not be related to previous or future content but still may be appropriate)

____ other (including not related/not appropriate)

______________________________

______________________________

**Focus:** The teacher's responses to questions about Analysis of Content on the Planning Data Form (Section I) should indicate whether the analysis of content that is made during planning supports effective treatment of concepts, principles, rules, and skills during instruction.

Competency: 9
Domain Indicator: 1.1.2

Question #7

What elements of content will be emphasized in the lesson?

(Any further questions you have about the teacher's analysis of content as it was reported on the Planning Data Form should be addressed at this point in the interview.)

INDICATORS

____concept analysis includes:

    ____formulation of definition

    ____identification of examples/non-examples

    ____determination of related concepts

____principle/rule statement contains linking word(s)

____application of principle/rule is planned

____correct sequence of steps for skill teaching is identified

**Focus:** The teacher's response to this question will enable the interviewer to determine: (1) the extent to which the teacher has selected, reviewed, and evaluated available instructional materials; and (2) the degree to which the materials have been matched with student needs, content to be taught, and instructional activities.

Competency: 10, 15
Domain Indicator: 1.2.1, 1.2.2, 1.2.3, 1.4.2

> Question #8
>
> What materials are to be used for instruction and why were these selected?*

*A list of materials should be found on the Planning Data Form which the teacher has completed prior to the interview.

## INDICATORS

The teacher has considered the following criteria in selecting materials:

____approved for use in the school

____previewed by teacher

____judged to meet instructional objective

____selected/adapted for regular/exceptional students in this classroom

____chosen to provide a variety of stimuli

____chosen to provide alternative for teaching and reteaching

____other (specify)________________

________________________________

Focus: The answer to this question should allow the teacher to demonstrate awareness of the need for collecting/preparing, arranging, and checking materials so that all is in readiness for instruction.

Competency: 15
Domain Indicator: 1.2.4

Question #9

What preparation of materials is required prior to the beginning of the lesson?

INDICATORS

The teacher has:

____located textbooks, reference materials

____assembled realia, films, tapes, games, flash cards, charts, etc.

____arranged for any A-V materials to be available at the time needed

____checked any equipment for operational defects

____produced/obtained an adequate supply of any materials to be used

Focus: The teacher's answer provides evidence that consideration has/has not been given to organization of teacher and student materials to insure optimum time-on-task and to lessen the chances for student disruptive behavior.

Competency: 10, 15
Domain Indicator: 1.2.4

Question #10

What plans have you made for managing materials during instruction?

INDICATORS

The teacher can describe:

____his/her system for distribution and collection of materials

____routines for use of materials for independent activities (labs, checking stations, learning centers, etc.)

____order and placement of materials to be used by the teacher during instruction

Focus: The teacher's response to this question should help the interviewer determine if the allocation and utilization of instructional time for academic tasks has been considered, and if provision has been made for lesson development, practice, and review through these activities.

Competency: 11
Domain Indicator: 1.3.1, 1.3.3, 1.3.4, 1.3.5, 1.4.2

Question #11

What activities will be included in this lesson and for what purpose?*

*A list of activities, numbered by sequence, should be provided on the Planning Data Form. This information should be used to help determine which of the indicators for questions #11 and #13 are evident in the teacher's planning prior to the interview.

INDICATORS

____student and teacher activities that comprise this lesson have been identified prior to instruction

____number of activities is reasonable/feasible for time allocated

____activities have an academic focus

____lesson development activities focus on treatment of subject matter

____practice activities are appropriate for content and expected learner outcome

____review activities are planned (beginning of lesson, topic summary, or end of lesson review)

Focus: The teacher's response to question #11 should provide evidence that activities have been organized to include such things as ways of involving students with content, checking comprehension during instruction, and the management of assignments.

Competency: 11, 13
Domain Indicator: 1.3.3

Question #12

How will you conduct each of these activities?

INDICATORS

____activities provide for active student involvement with selected content (responding to questions, discussion, choral/independent practice, seatwork, homework)

____activities provide for checking comprehension during lesson development

____independent practice is to be supervised and assisted

____provisions have been made for giving feedback to students during or after practice

Focus: The teacher's answer to this question should enable the interviewer to determine if the pattern of activities for the lesson supports an effective flow of content and has potential for keeping students engaged throughout the instructional period.

Competency: 11
Domain Indicator: 1.3.2, 1.3.4

Question #13

What is the sequence of activities to be used in this lesson?*

*The Planning Data Form should provide a list of activities numbered in order of intended use.

INDICATORS

____sequence of activities permits instruction to move from one phase to another in a logical manner (for example: lesson development-review-practice; review-lesson development-practice)

____sequence of activities maintains an academic focus throughout the lesson

Focus: The teacher's response to this question should indicate whether the teacher has/has not selected a suitable format for each instructional activity and made provisions essential to the management of instruction for multiple groups where needed.

Competency: 15, 17
Domain Indicator: 1.3.6

Question #14

How will the class be organized for instructional activities?

Focus: The answer to this question will indicate whether or not the teacher has identified criteria for acceptable performance and some way(s) of formal or informal assessment of student's attainment of the desired level of performance.

Competency: 14
Domain Indicator: 1.5.3

Question #15

How will you determine that the intended learning has taken place?

INDICATORS

____class organization fits selected activity

____organization provides opportunity for academic engagement of all students throughout the instructional period

____test

____culminating activity (product/performance)

____demonstration

____application or extension of knowledg or skill

UNIT LESSON PLAN ________ ________________ NUMBER OF WEEKS ________

GOAL:

| OBJECTIVES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

In the planning conference, the college supervisor established with the intern the details for the observation and analyzed the intern's plans for teaching. Decisions were made concerning the focus of the observation and the formative instrument to be used for data-gathering. To provide further direction to the college supervisor in planning for observation, it is helpful to examine the three approaches to observation as identified by Goldhammer, Anderson, and Krajewski (1980):

> The first is either totally teacher-initiated and drawn from teacher perceptions of what to look for, or supervisor-initiated, making the teacher aware of the numerous possible options for observation and then jointly select one or several that appear to meet existing teacher concerns most effectively. The second approach is for the supervisor to link his or her perceptions of the teacher's concern to known research and recommend a specific data collection focus or approach that seems best suited for resolving teacher concerns. The third approach, which is quite different from the first two, is predetermined in cases where a teacher is attempting to perform skillfully a particular model of teaching. (p. 76)

In the first approach, the intern, directing teacher, and college supervisor reach consensus on the focus for the observation. In the second approach, the college supervisor considers the intern's concerns and uses related research to determine the approach for the observation. The third approach provides an opportunity for the intern to demonstrate a specific model of teaching, as questioning, inductive, etc.

In considering which approach to use, the college supervisor may be guided by concerns or issues which the intern has identified for examination. The directing teacher may have valuable suggestions as to the focus for the observation. If the intern is able to have input into what data is to be collected, he/she is more likely to perceive the observation as a means of professional growth, and not primarily as a means of evaluation. It would appear that it is important for the college supervisor to consider intern needs and to apply relevant research to analyze specific teaching behaviors. Observation that is research-based emphasizes the aspects of teaching which have been identified as having an impact on the learning process.

## Observation Systems

In considering observation systems, Cogan (1973) concluded that there were more instruments available to measure verbal behavior in the instructional setting than nonverbal. While this trend may, somewhat, be true today, current supervisors are designing their own methodologies and instruments, some of which do include nonverbal behavior. Goldhammer, Anderson and Krajewski (1980) indicate that current methods for data collection fall into categories such as "teacher-pupil interaction, classroom climate, talk flow, verbal analysis, use of space, skill maintenance, nonverbal communication, positive and negative stroking, levels of questioning, body language, and group roles, tasks, and responsibilities." (p. 74)

Benjamin Bloom (1976) identified four variables which affect the quality of instruction: cues and directive, reinforcement, participation, and correctives and feedback. Karolyn Snyder (1978) has used these four variables as the basis for a training program for principals and supervisors in clinical supervision. The supervisors view videotapes of each of the variables singly. The next phase is for the supervisors to look at teaching segments in order to observe all four of the variables as they occur in the lesson. They, then, identify patterns in the ways the teachers use the variables. According to Bloom (1976), in effective learning situations, the four variables occur in sequence: cues and directives, reinforcement, participation, correctives and feedback.

For the college supervisor, it is helpful to be aware of the data which can be collected in areas within the four variables identified by Bloom. Goldhammer, Anderson, and Krajewski (1980) suggest the following areas for data collection during observations:

Cues and Directives
Classroom management procedures
Social-emotional climate
Body language
Relationship of program objectives to learning activities
Student response to cues
Use of space

Reinforcement
Motivation strategies
On-task/off-task behaviors
Skill maintenance
Repetition of learning tasks
Verbal reinforcements
Environmental reinforcements
Student response to reinforcement procedures

Participation
Teacher-student interaction
Student-student interaction
Levels of thinking tasks
Nature of individual tasks
Nature of groups tasks (large and small)
Peer learning tasks
Wait time
Questioning techniques
Student participation in planning
Group roles, tasks, and responsibilities

Correctives and feedback
Selection of program materials
Feedback content
Feedback procedures
Kinds of correctives
Relationship between a learning behavior and feedback
Use of teaching team resources
(pp. 75-76)

Acheson and Gall (1980) have examined the research of David Ryan (1960), Ned A. Flanders (1970), and Rosenshine and Furst (1971) to determine general characteristics of effective teachers. These characteristics are observable and can serve as criteria for measuring intern competency.

## Observable Indicators of Effective Classroom Teaching

### Ryan's Factors

1. Teacher is warm and understanding versus cold and aloof.
2. Teacher is organized and businesslike versus unplanned and slipshod.
3. Teacher is stimulating and imaginative versus dull and routine.

### Flander's Indicators of Indirect Teaching Style

1. Teacher asks questions.
2. Teacher accepts students' feelings.
3. Teacher acknowledges students' ideas.
4. Teacher praises and encourages students.

### Rosenshine and Furst's Correlates

1. Teacher is enthusiastic.
2. Teacher is businesslike and task-oriented.
3. Teacher is clear when presenting instructional content.
4. Teacher uses a variety of instructional materials and procedures.
5. Teacher provides opportunities for students to learn the instructional content.
(p. 27)

The formative instruments developed in conjunction with the Florida Performance Measurement System are used to observe teachers in five domains:

| | |
|---|---|
| Domain 2.0 | Management of Student Conduct |
| Domain 3.0 | Instructional Organization and Development |
| Domain 4.0 | Presentation of Subject Matter |
| Domain 5.0 | Communication: Verbal and Nonverbal |
| Domain 6.0 | Testing: Student Preparation, Administration Feedback |

A Summative Instrument in the Florida Performance Measurement System provides data concerning all of the above domains. This instrument is used in the initial observation of the beginning teacher as a diagnostic measure and is followed by observations using the formative instruments which focus on a specific area of concern. The Summative Instrument is also used during the final observation of the beginning teacher.

While the Florida Performance Measurement System is research-based, it should be noted that the research does not deal with interns or specifically with "beginning" teachers and reports research pertaining to pupil achievement. For these reasons, college supervisors who use the FPMS instruments must be realistic in their expectations that interns will be able to perform as experienced teachers. However, research-based observation "makes sense because it not only gives teachers important messages about what makes a difference, but also tends to maximize the effectiveness of supervisory observations and to result in behavior reinforcements, modifications, and alterations that may have significant impact on the learning process itself." (Goldhammer, Anderson, Krajewski, p. 74) For this reason, the instruments of the Florida Performance Measurement System may have value in assisting the college supervisor with sharing relevant research with the intern. Copies of these instruments are included in the Intern Module.

As discussed in the section of this Resource Manual labeled "Planning Conference", the college supervisor will most likely structure the initial observation to gather general knowledge about the intern's behavior in the instructional setting. Observations to follow will most likely focus on specific aspects of teacher behavior. Formative instruments, with brief descriptions and directions, are included in a later section of this Manual.

## Recording of Data

An essential aspect of observation is to determine a means for recording data collected. The college supervisor must determine the most effective and efficient means for making a record of what has been observed in order to provide feedback to the intern and to maintain a record of the intern's progress in the internship experience. The use of the formative instruments included in this Resource Manual obviously requires the use of hand recording. Such recording may take the form of check marks, short descriptive phrases, or a written narrative. Other possible ways to record data in observations include audiotaping or videotaping the intern. The examination of representative samples of the intern's work related to observation is helpful. For example, the intern should provide the college supervisor with a copy of the written lesson plan and all handouts, tests, etc. to be used in the teaching episode.

When formative instruments or modes of recording are used during the scheduled observations, data need to be collected which serve to help verify the intern's:

1. demonstration of the objectives as identified in the Intern Module,
2. demonstration of the 24 Generic Competencies,
3. professional growth during internship as indicated by a reinforcement and enhancement of existing strengths and progress toward remediation of weaknesses,
4. completion of the internship experience, with a minimum level of competence to be indicated in the summative evaluation of the internship.

As the interns are observed, and data collected and shared with them by the college supervisor, the interns remain aware of their progress in the internship experience. The Intern Professional Development Plan, described in the section of this Resource Manual labeled "Formative Analysis", is developed and refined as the college supervisor systematically observes the intern's changing behavior.

In summary, there are several basic assumptions regarding observations of interns which are significant:

1. While objectivity is a goal, it is impossible for any observer to be totally objective as each brings his/her own experiences, expectations, biases, and feelings to the situation.
2. The presence of any observer in a class changes the climate of the instructional setting, particularly in terms of pupil behavior.

3. Many interns are less effective in their instruction when they are being observed, particularly by someone who is in an evaluator position.
4. No single observation provides sufficient data on which to base major decisions or conclusions concerning an intern's performance.
5. Observation, as an analytical process, is very complex and requires considerable skill.

# ANALYSIS OF DATA

Following the observation of the intern, the college supervisor prepares for the supervisory post-conference. This preparation involves the analysis of the data collected during the observation of the intern and the development of a strategy for the supervisory post-conference with the intern and directing teacher.

According to Goldhammer, Anderson, and Krajewski (1980), there are several advantages and disadvantages to scheduling the post-conference directly following the observation. If the conference occurs immediately after the teaching, the data are fresh for the supervisor; however, feelings of the intern may be acute. For this reason, it is advantageous to delay the conference for a short time. A second reason for delaying an immediate conference is to allow the college supervisor time to examine the data from the observation, to begin making interpretations, and to develop a strategy for the supervisory post-conference.

The purpose of the data analysis is to determine ways in which the intern needs to change his/her teaching behavior to facilitate the learning process. Goldhammer, Anderson, and Krajewski (1980) report that the analysis of the data from the observation may take the form of: (1) the simple inventory, (2) critical incidents, or (3) recurrent patterns. The simple inventory is a list of the events observed by the college supervisor in the teaching episode. The events are recorded and analyzed in terms of what effects they have on the teaching process. This supervision is called "descriptive and unanalytic" by Goldhammer, Anderson, and Krajewski.

The second kind of analysis examines critical incidents which the college supervisor observed. The supervisor focuses primarily on what he/she sees as the primary turning points or critical events in the teaching episode rather than dealing with less important details. The disadvantage of this approach is that critical incidents may be analyzed with the intern's not understanding why they became critical or seeing them only as separate incidents.

According to Goldhammer, Anderson, and Krajewski, the identification of recurrent patterns is the most complex level of supervisory analysis. Patterns may be identified in what is being taught, in the act of teaching itself, and in the ways pupils respond. It is essential to bring the patterns to the attention of the intern while suggesting alternatives in order for the intern to understand what changes in teaching behavior are needed. The focus is on the constructive analysis of instructional issues, not on the personality of the intern. Emphasis is on the reinforcement of patterns which are effective rather than on criticism of ineffective patterns.

This analysis of teaching patterns is based on two assumptions. The first assumption is that patterns do exist in teaching---that what the teacher says and does shows recurring patterns. If teaching does show evidence of consistency, it can be observed and analyzed. A second assumption is the belief that certain teaching behavior is subject to change by the teacher. This assumption is basic to the concept of clinical supervision.

Since the college supervisor is most likely to be familiar with observations which take the form of the simple inventory or critical incidents, this manual will focus on the use of recurrent patterns as a means of analyzing teaching behavior by the intern. Following the observation, the college supervisor analyzes the data collected to sort it into patterns of teaching behavior. These teaching patterns are identified by the general category or categories into which they fit. Finally, appropriate research findings are applied, for it is important to focus on those teaching behaviors which research indicates are related to pupil learning.

An example might be an observation in which the college supervisor collects data concerning questions asked by the intern.

Data = Teacher Questions

The college supervisor detects a pattern in the questioning by noting that the intern asks multiple questions: two or more questions asked as one.

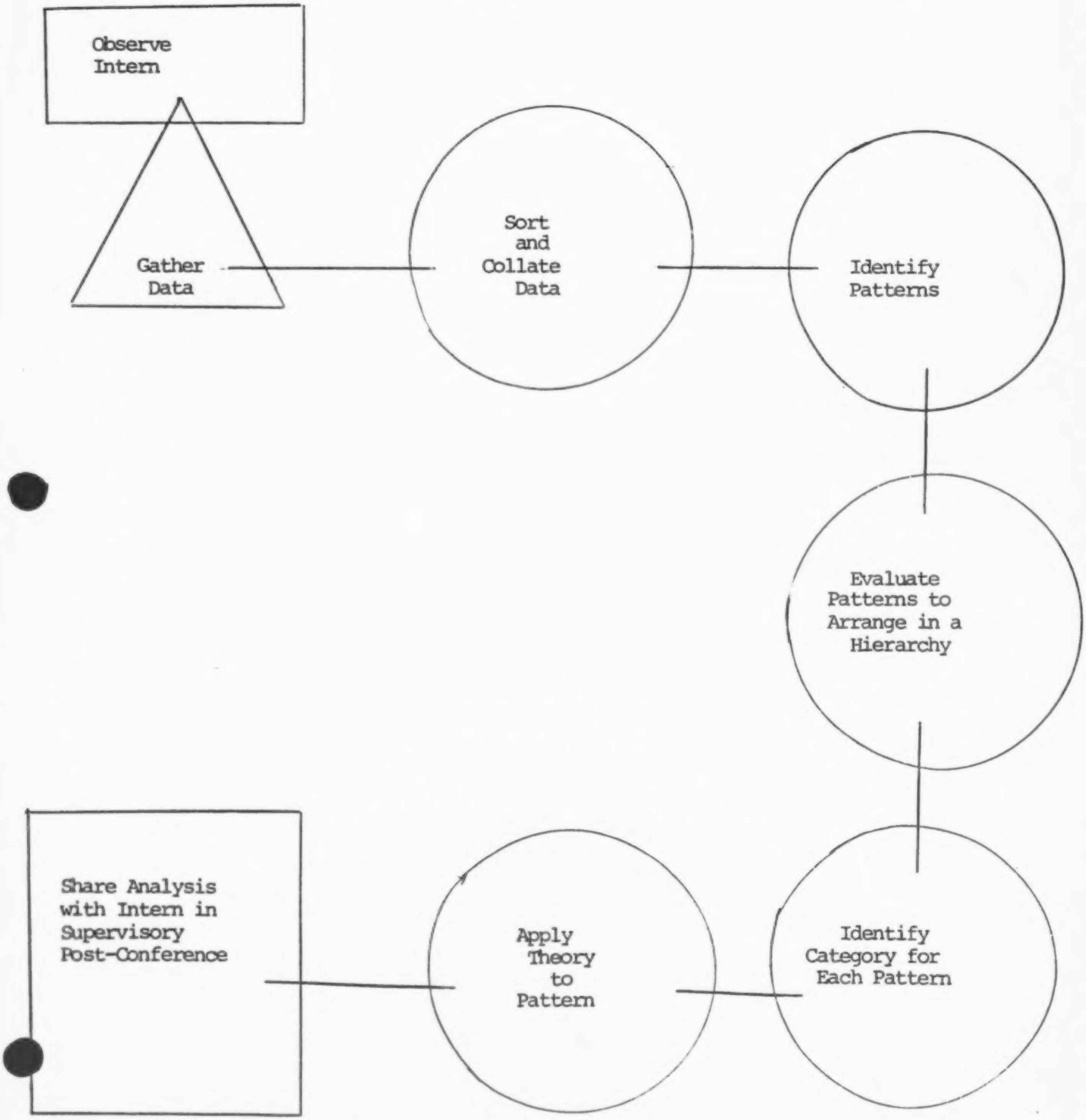
Pattern = Multiple Questions

The college supervisor applies the following research finding to the pattern: Student achievement is positively related to teacher questions which are stated singly, without rephrasing or giving additional information. (Wright and Nuthall, 1970)

Application of Research = Multiple Questions

The model on the following page describes the Analysis Cycle.

POST OBSERVATION ANALYSIS CYCLE


Observe Intern
Gather Data
Sort and Collate Data
Identify Patterns
Evaluate Patterns to Arrange in a Hierarchy
Identify Category for Each Pattern
Apply Theory to Pattern
Share Analysis with Intern in Supervisory Post-Conference

In an incidence where the college supervisor observes several patterns of teaching behavior, a decision must be made as to which pattern or patterns to discuss. Goldhammer, Anderson, and Krajewski (1980) suggest the following criteria for determining which teaching pattern(s) to discuss with the intern.

> 1. Teaching patterns and related issues should be salient.
> 2. Teaching patterns should be few in number.
> 3. Teaching patterns should be intellectually and emotionally accessible to the intern for analysis and treatment. (p. 96)

Goldhammer, Anderson, and Krajewski (1980) explain why each of these three criteria is important as a basis for the selection of teaching patterns to discuss with the intern.

### Reasons for Saliency

It is important to select saliency issues because they:

> 1. will have the greatest effects upon the pupils' learning,
> 2. will be perceived by the intern as important to his/her teaching effectiveness.
> 3. will be easier to establish the significance of "ancillary patterns" by referring to salient patterns. (Prominent patterns of teaching can more readily serve as organizing principles for the data than lesser elements.)
> 4. will be more easily recognized by the intern than superficial patterns. (p. 96)

### Reasons for Fewness

The reason for selecting a few patterns, rather than many, is based upon the assumptions that:

> 1. time available for conference is limited,
> 2. intern has finite patience and capacity for assimilating ideas (pp. 96-97)

### Reasons for Treatability

Treatability is important as a criterion for selecting teaching patterns. The concept of treatability allows the college supervisor to:

> 1. make most effective and efficient use of supervisory time,
> 2. deal with behaviors the intern perceives as treatable in order to give intern more confidence in the supervisory process. (p. 97)

Thus, the college supervisor uses saliency, fewness, and treatability as criteria for the selection of teaching patterns to discuss in the supervisory post-conference.

Criteria for Saliency

How does the college supervisor determine which of the teaching patterns observed are salient? Goldhammer, Anderson, and Krajewski (1980) suggest the following criteria for saliency:

> 1. Their frequency and abundance in the data.
> 2. The existence of demonstrable effects upon the students.
> 3. Their theoretical significance.
> 4. Their structural importance in the lesson.
> 5. Their commonality among teachers.
> 6. Their known or predictable significance in teachers' already existing professional frame of reference. (p. 100)

The third criterion for determining which teaching patterns to discuss with the intern is the concept of treatability of intellectual and emotional accessibility. Goldhammer, Anderson, and Krajewski (1980) point out the issues which make this criterion complex. They state that it is important to understand the emotional significance of supervisory behavior for the intern. In this regard, college supervisors need to avoid overwhelming interns with complex displays of data or complicated analysis. On the other hand, supervisors must avoid dealing too indirectly with issues.

It is important for the college supervisor to determine the "emotional loading" that certain issues may have for the intern and to consider this factor in deciding which teaching patterns to address in the supervisory post-conference. To determine the extent of "emotional loading" related to an issue, Goldhammer, Anderson, and Krajewski state that the college supervisor needs to:

> 1. read internal and external signals of anxiety from the intern,
> 2. determine the intensity of the intern's anxiety, and
> 3. recognize common patterns of defensive behavior. (p. 101)

If the college supervisor detects considerable anxiety in the intern, he/she needs to alter strategies and be sensitive to the emotional state of the intern.

In considering which teaching patterns are likely to be treatable, the college supervisor must consider the intellectual capacity of the intern. The college supervisor analyzes the complexity of the teaching pattern, considers his/her perceptions of the intern, and decides whether a discussion of the teaching pattern is likely to be within the conceptual framework of the intern. Goldhammer, Anderson, and Krajewski, (1980) point out that the intern's emotional involvement with the issue will impact his/her ability to deal with it conceptually.

In determining the accessibility of a specific teaching pattern for treatability, the college supervisor will recall previous experiences with the intern and experiences with other interns. Other considerations which Goldhammer, Anderson, and Krajewski suggest that the college supervisor analyze are:

1. whether an issue is likely to be so threatening that the intern will become too anxious to work effectively and will spend time in defensive behavior instead of analysis of teaching,
2. sensitivity to the intern's overall psychological condition,
3. extent to which the teaching pattern is likely to appear to be technical or personal in the intern's frame of reference. (pp. 109-111)

Finally, Goldhammer, Anderson, and Krajewski (1980) remind the supervisor to consider one's own motives for selecting or rejecting a teaching pattern to uncover biases. A simple rule is to deal with those issues the intern wants to, and to avoid those the intern wants to avoid. This consideration is based upon the assumption that persons will change only when they perceive the need to change and are likely to resist any data which suggests changes to which they are not open.

## Criteria for Fewness

In dealing with fewness as a criterion, Goldhammer, Anderson, and Krajewski (1980) discuss seven criteria, some of which have previously been examined with the concepts of saliency and accessibility. The criteria for fewness are:

1. Principle of Data
2. Principle of Subsumption
3. Principle of Sameness of Difference
4. Principle of Loading
5. Principle of Time
6. Principle of Energy
7. Principle of Sequence
   (p. 112)

## Principle of Data

If the supervisor has clearer and more abundant data to document some patterns more than others, those patterns may be selected by treatment. This is assuming all other things are equal. (Goldhammer, Anderson, and Krajewski, 1980)

## Principle of Subsumption

The college supervisor may select patterns that subsume other patterns. In the example previously used, the college supervisor selects "Questions" as Class I pattern. The Class II pattern, "Multiple Questions" represents a behavioral component of the Class I pattern. The Class I pattern subsumes the Class II pattern. When the supervisor's strategy is to build from small pieces to the whole, the process is reversed. The intern may be more likely to accept small, specific elements of his/her teaching rather than larger characteristics. It might be less overwhelming or threatening to examine small parts than the large ones and it might seem more manageable to the intern to work on the smaller teaching patterns. (Goldhammer, Anderson, Krajewski, 1980)

## Principle of Sameness or Difference

The principle of sameness, as described by Goldhammer, Anderson, and Krajewski (1980), refers to the selection of patterns which relate to some common category of teaching. This enables the supervisor to focus on some single facet of the intern's behavior. The principle of difference refers to the supervisor's selection of patterns from different categories. If the supervisor wishes to expand the base of discussion or prevent an overemphasis in any one category, the principle of difference is helpful.

## Principle of Loading

The college supervisor may select or reject certain patterns because of their possible emotional impact or in spite of it. While it is usually best to avoid dealing with issues which are likely to make the intern very anxious, the supervisor might purposely attempt to jolt the intern into dealing with a certain pattern. This might be particularly helpful if the intern is on the verge of making progress with this particular teaching pattern. However, if the principle of loading is likely to interfere with the intern's progress, it is best to avoid it. The college supervisor must determine when the principle of loading will benefit the intern and when it will be detrimental. (Goldhammer, Anderson, and Krajewski, 1980)

The principle of loading is related to the principle of fewness. The principle of fewness will not be effective if each of the "few" patterns selected for discussion is emotionally laden for the intern. The college supervisor should not expect the intern to deal with too many emotionally significant teaching behaviors in a single supervisory post-conference, according to Goldhammer, Anderson, and Krajewski. (1980)

## Principle of Time

The supervisor must determine how much time is needed to consider specific patterns in the conference. Goldhammer, Anderson, and Krajewski (1980) suggest seven factors to consider in deciding how much time is needed to deal with identified teaching patterns:

1. whether or not the intern has expressed a positive or negative motive to deal with a particular pattern,
2. how fluent the college supervisor feels in his/her ability to deal with the pattern,
3. how fluently the intern is likely to address it,
4. how logically or emotionally complex or simple the pattern seems to be,
5. how sharply or distractedly the intern happens to be functioning at the moment,
6. how rewarding or innocuous or threatening the pattern may prove to be, and
7. how many data will be required to illustrate the pattern in question. (p. 114)

### Principle of Energy

Some issues require more mental energy than do others. Goldhammer, Anderson, and Krajewski (1980) state that the amount of mental energy required to discuss specific issues depends upon their logical complexity, emotional loading, and clarity of data. The authors suggest that the supervisor plan the conference to avoid the intern's becoming exhausted or fatigued.

### Principle of Sequence

Whether or not the purposes of fewness are achieved is affected by the order in which patterns are sequenced so that logical transitions can be made from one to the next. This will create a supervisory post-conference that is less exhausting and requires less time. Such sequencing also increases the chances that the goal of fewness is achieved. One means of transition is to move from weak teaching patterns to strong ones. Regardless of how the college supervisor chooses to sequence the issues---randomly or with some organization---, he/she needs to communicate the rationale for the sequence to the intern. (Goldhammer, Anderson, and Krajewski, 1980)

The final task of the "Analysis of Data" phase is to plan the strategy for the supervisory post-conference. Goldhammer, Anderson, and Krajewski, (1980) suggest the following questions to use in preparing for the supervisory post-conference:

1. Should we undertake a full or partial analysis of the data?

2. In what order should the issues of this conference be examined?

3. Should we deal primarily with strengths or weaknesses in the teaching; to what degree, if any, should "pluses" and "minuses" be balanced?

4. Are there specific junctures at which we should test teacher's comprehension by engaging in role playing or by asking teacher to paraphrase a line of reasoning we have presented?

5. Under what circumstances should we be ready to abandon our own analysis of this lesson in favor of other approaches?

6. What balance should exist between considerations of the past (analysis), the present (supervisory processes), and the future (planning future lessons)? -

7. What method of recording, if any, should be employed for this conference?

8. Should teacher be given *carte blanche* for structuring this conference; should he or she be offered specific options; should we hold him or her to the analysis we have prepared?

9. What quantity of data should we present to document the patterns we have selected?

10. Should our "contract" be reviewed at the outset; what changes, if any, should be made in our contract?

11. At what point should the conference end? (pp. 128-139)

## SUPERVISORY POST-CONFERENCE

The college supervisor has met with the intern in a planning conference, has observed the intern in a teaching episode, and has collected data. The data have been analyzed and the college supervisor has decided what to share with the intern in the supervisory post-conference.

### Definition

According to Beeb, Low, and Waterman (1969), a supervisory conference is an individualized teaching situation and, as such, creates a laboratory where teaching behaviors can be analyzed. The authors state that to promote this end, certain conditions must be present.

1. a desire for change on the part of the student teacher,
2. a climate of support for the student teacher,
3. a group of concepts which objectively describe and record what occurs in the classroom and which can be used by the student teacher and supervisor for feedback. (page 8)

### Purpose

The purpose of the supervisory post-conference is to improve the intern's instruction. To achieve this end, the college supervisor shares with the intern and cooperating teacher the analysis of the data collected in the observation. The focus is on constructive analysis and the reinforcement of effective patterns rather than on the criticism of ineffective patterns. Weller (1971) states that "the supervisory focus is on what and how teachers teach; its main objective is to improve instruction, not change the teacher's personality." (page 19)

According to Goldhammer, Anderson, and Krajewski (1980), the supervisory post-conference has among its purposes, the following:

1. provision of lesson feedback for improving future teaching,
2. provision of adult rewards and satisfactions,
3. definition and authentication of issues in teaching,
4. provision of didactic help,

> 5. provision of training in techniques of teacher self-improvement,
>
> 6. development of incentives for professional self analysis. (p. 142)

The effectiveness of this supervisory post-conference depends upon the quality of the planning conference between the college supervisor and intern. If the goals of the observation were jointly determined, the intern is more likely to be accepting of the college supervisor's analysis of the observation. It is also important for the college supervisor to prepare adequately for the supervisory post-conference and to ensure that the intern understands the purpose for the conference.

## General Guidelines

Pauline Hilliard and Charles Durrance (1968) have developed general guidelines for conducting effective conferences:

> The setting of the conference should be in a place where a minimum of interruption will occur.
>
> The place of the conference and the time allotment should be planned in advance.
>
> Relationships among those involved should encourage a free flow of ideas that will foster in the student teacher a spirit of inquiry, making him thoughtful about his work in the light of principles.
>
> Analysis of the student teacher's performance should be constructive, with emphasis upon his strengths.
>
> Analysis of the student teacher's performance should be kept problem-centered.
>
> The conference should contribute to the ability of the student teacher to become increasingly self-directive.
>
> Those involved in the conference should accept the responsibility for bringing to the conference pertinent data and materials on the topics to be discussed. (p. 16)

Acheson and Gall (1980) describe the techniques essential to a clinical supervision feedback conference. They suggest the following behaviors for the supervisor:

> Provide the teacher with feedback using objective observational data.

> Elicit the teacher's inferences, opinions, and feelings about the observational data.
>
> Encourage the teacher to consider alternative lesson objectives, methods, reasons.
>
> Provide the teacher with opportunities for practice and comparison. (pp. 67-68)

The authors further provide the "ideal form" for the feedback conference:

> 1. The observer *displays* the data recorded during the observation. This is done without evaluative comments.
>
> 2. The teacher *analyzes* what was happening during the lesson as evidenced by the data. The supervisor simply helps to clarify what behaviors the recorded data represent.
>
> 3. The teacher, with the help of the supervisor, *interprets* the behaviors of teacher and students as represented by the observational data. At this stage the teacher becomes more evaluative because causes and consequences must be discussed as desirable or undesirable.
>
> 4. The teacher, with assistance (sometimes guidance) from the supervisor, *decides* on alternative approaches for the future, to attend to dissatisfactions with the observed teaching or to emphasize those aspects that were satisfying.
>
> 5. The supervisor *reinforces* the teacher's announced intentions for change when the supervisor agrees with them or helps the teacher modify the intentions if there is some disagreement. (p.68)

Beeb, Low and Waterman (1969) have described three principles which they consider essential for effective conferences:

1. Thoughtful preparation makes conferences productive.

2. Good human relations are essential to good conferences.

3. Effective conferences end with definite plans for action. (p.21)

Five guidelines for a successful conference, applicable for the supervisory post-conference, were developed by Wilburn (1983) for the Journal of Employment Counseling. These guidelines are: use of persuasive data, management of the conference climate, use of praise, development of alternatives, closing of the conference.

### Guideline 1: Use of Persuasive Data

College supervisors should avoid giving judgments or evaluations in the conference. According to Wilburn, research suggests that individuals "benefit most from being guided to think critically about their own performance and analyzing it." (p. 83) The college supervisor shares the data collected with the intern without making value judgments.

### Guideline 2: Management of the Conference Climate

Wilburn points out that the leader of a conference must assume both a proactive and reactive role. In the proactive role, the conference leader states concerns descriptively. Martin, Hiebert, and Marx (1981) point out that it is a difficult task to remain descriptive in feedback rather than evaluative as there is a tendency to pontificate, interrupt, ignore, and preach. Kindsvatter and Wilden (1981) describe the reactive role of the conference leader as asking clarifying questions, paraphrasing ideas, answering questions with specific information, and using the individual's ideas.

### Guideline 3: Use of Praise

It is an accepted notion that individuals respond more effectively to positive statements than to negative. Bobele and Buchanan (1976) report that when an individual job performance is praised, anxiety is reduced, existing positive behaviors are reinforced, and the focus of the conversation shifts from the person to the job performance act. In focusing on the intern's behavior in a positive way, the college supervisor encourages a professional change in a supportive, rather than critical, manner.

Guideline 4: Development of Alternatives

Wilburn states that beginning statements with "if I were you" are directive and should be avoided. This is not to imply that all direct statements are ineffective; rather, the conference leader needs to offer a mixture of both direct and indirect information that allows the individual to select from among alternative behaviors.

Guideline 5: Closing of the Conference

According to Wilburn, the closing of the conference should include a discussion of what is to happen next. He states that the conference should end with a clear understanding of:

> (a) the magnitude or seriousness of the issues discussed in the conference,
>
> (b) agreement on the behavior changes the individual will make,
>
> (c) who will do what as a result of the conference,
>
> (d) when, if at all, will the next conference be held? (p. 85)

An effective way to close the conference, according to Wilburn, is to summarize the event using the traditional public speaking model.

> 1. Review why the conference was held.
>
> 2. Summarize the development of the conference.
>
> 3. Identify what was decided as it relates back to the "whys" reviewed in No. 1. (p. 86)

## Role of the College Supervisor in Climate Building

In examining the purposes of the supervisory post-conference, it is clear that the role of the college supervisor is that of a facilitator and a helper. Goldhammer, Anderson, and Krajewski (1980) state that "not only good planning, but a strong commitment to the helping (as contrasted with the evaluating) role of supervisors can help Supervisors to succeed." (p. 156) The authors further describe the role of the Supervisor:

> Behaving as any good teacher should, Supervisor seeks in the conference to respond to Teacher's apparent morale and state of mind, to recognize and deal with signs of confusion or misunderstanding, to offer as much reinforcement as is

> appropriate and possible, to provide data that bear upon the questions and concerns of Teacher, to keep the conference discussion within boundaries that make sense at the moment for the Teacher and (perhaps above all) to nurture and encourage Teacher's own capacity for professional self-analysis and self-supervision. (p. 156)

The counseling role of the college supervisor is recognized by Mosher and Purpel (1972). They point out that in student teaching, students must learn how to change behaviors, teaching skills, and classroom management techniques. They suggest that learning to teach requires that the student changes what he/she is. The student must examine personal philosophy to determine motives and needs. Mosher and Purpel suggest that the use of a counseling framework in the supervision of the student teacher is helpful for the following reasons:

> 1. As Shaplin (1961) points out, the objectives and procedures of supervision resemble in many ways the process of psychotherapy, although with less intent to change the basic personality of the student teacher ".....examination of the appropriateness (of the teacher's) reactions and defenses, the inquiry into why things are this way, the achievement of emotional insight, and the search for new adaptive behavior congenial to the emotional growth that takes place" (p. 35) is as cogent an argument for counseling student teachers as it is for their supervision.
>
> 2. The student teacher brings the intellectual and emotional stress which can be caused by practice teaching to his supervisory conferences.
>
> 3. The view in teacher education that self-evaluation is important to professional growth would tend to orient supervision toward counseling.
>
> 4. The importance of self-knowledge -- as distinguished from self-evaluation of professional behavior -- to the student teacher has considerable support in the literature.
>
> 5. It might seem logical to suppose that the effectiveness of the student teacher will vary, in an important part, with the degree to which this function is both individualized and intensive. (pp. 122-133)

Carl Rogers (1962) has indicated that the client-centered approach in counseling is pertinent to the training of teachers and their supervision.

> I have worked with troubled college students, with adults in difficulty, with "normal" individuals....I have endeavored to make use of the learnings from my therapeutic experience in my interactions with classes and seminars, in the training of teachers.... in the clinical supervision of psychologists, psychiatrists, and guidance workers.....I have come to the conclusion that one learning which applies to all of these experiences is that it is the quality of the personal relationship which matters most....which determines the extent to which this is an experience which releases or promotes develops development or growth. I believe the quality of my encounter is more important in the long run than is my scholarly knowledge, my professional training, my counseling orientation, the techniques I use in the interview. (p. 416)

Mosher and Purpel propose the theory of ego-counseling as the most appropriate for the supervisor to use in working with student teachers. They state that "ego-counseling is....concerned with intellectual analysis - with the individual's thinking. It focuses on the personal condition of the individual by reasoning about and revising personal (rather than abstract) reality problems, plans and actions." (p. 126) According to Mosher and Purpel, ego-counseling tends to focus on:

> 1. Careful appraisal by the individual of himself (as he is and as he would like to be) in his situation.
>
> 2. The relation of the individual's present actions to the realization of his objectives - that is, the connection between the means and ends.
>
> 3. The consideration of obstacles, both personal and situational, to such aims.
>
> 4. The development of revised ways of thinking about, and acting in, the situation of being a teacher. (pp. 126-127)

Lewis and Miel (1972) state that the supervisor must respond as a human being. They emphasize that it is important for the supervisor to express compassion - deep feeling combined with the urge to help - in order to help others to change. The requisites for compassion according to Lewis and Miel are:

1. recognition that, for each person,
   preservation of wholeness of self is
   of highest priority, .
2. awareness that at all times, there
   are two or more sides to every question,
3. willingness to make room for people
   to be different. (pp. 247-248)

In their discussion of the importance of human relations, Beeb, Low, and Waterman (1969) state that "improved teaching is more likely to occur when the student teacher senses genuine concern on the part of those trying to help him, when he is truly respected as an individual, and when his ideas and concerns are of importance to those working with him." (p. 25) The authors further discuss four goals for supervisors working with student teachers:

1. Learning To Listen
2. Meeting Students' Needs
3. Recognizing Students' Feelings
4. Maintaining Objectivity
   (pp. 25-27)

At the conclusion of the supervisory post-conference, the college supervisor, intern, and directing teacher make plans for the next observation. Thus, the Cycle of Clinical Supervision continues: planning conference, observation, analysis of data, supervisory post-conference.

Following are three resources for the supervisory post-conference. The document entitled Conference Skills Feedback is a product of the Florida Performance Measurement System and is used to train administrators in conferencing skills. It presents three sets of assumptions upon which the training is based and offers seven rules to ensure an effective and productive conference. This document serves to summarize, to some extent, this section of the Resource Manual and also provides additional information regarding effective conferencing. The instrument, Supervisory Conference Planning Form, can be used by the college supervisor to plan strategy for the conference. It can also serve as a record of the topics discussed in the conference.

The instrument, Elements of a Successful Conference, is a product of the Florida Performance Measurement System. Designed as a rating scale to assess conference skills, it is included in the Resource Manual to suggest criteria for an effective conference. The college supervisor may use these criteria to plan the supervisory post-conference with the intern and to assess the effectiveness of the conference.

Florida Performance Measurement System

Information collected through the use of summative, formative, or developmental instruments related to the effective teaching domains is only worthwhile to the extent that the classroom behavior of beginning teachers is improved. Such improvement is more likely to occur if the administrator makes appropriate use of conference techniques.

The training related to conference behavior which will be provided in the Summative Conference Workshop has been designed to give the administrator skills in:

a. Pre-observation Conference behavior
b. Use of Persuasive Data
c. Establishing a Responsive Climate
d. Using Effective Praise
e. Pursuing Alternatives
f. Dealing with Feelings and Attitudes
g. Avoiding Direct Advice
h. Planning the Next Steps

While all these skills are appropriate for use with any teachers in a teacher evaluation setting, the focus for our work will be their use with beginning teachers.

Before sharing the research and theoretical bases for the skills in this workshop, the authors would like to provide three sets of assumptions upon which our training is based.

1. Francis Fuller has identified three developmental levels of teachers -- SURVIVAL, MASTERY, and IMPACT. It is important that administrators determine the level at which the beginning teachers is operating prior entering into the improvement or evaluation cycle. Dr. Fuller defines the SURVIVAL teacher to be operating at a "how do I do this" stage where the concern is getting through the next day, the next lesson, or the next unit. The MASTERY teacher knows how to survive and has changed his/her interest to "new skills and alternatives for the teacher". On the other hand, the IMPACT teacher is neither concerned with survival nor the acquisition of new skills but, instead, concerned primarily with "student learning" -- whatever will promote learning is deemed appropriate.

2. Madeline Hunter, in her research on teacher evaluation conference behavior, has identified six types of supervisory conferences. The administrator needs to make a decision prior to conducting the conference as to what is the purpose for that conference. Dr. Hunter suggests that it will be:

a. an EMPLOYEE conference where the focus of attention will be appropriate employee behavior,

b. an AWARENESS conference where the focus will be an attempt to make the teacher aware of a problem or deficiency he/she has,

c. a PROBLEM SOLVING conference where both the teacher and the administrator work to solve a problem or a deficiency both admit the teacher has,

d. an ALTERNATIVES conference where the participants examine other means to accomplish the given plans,

e. a CHALLENGE conference (much more typical of more mature teachers) where the administrator attempts to deal with a self-satisfied teacher, or

f. an EXPLORATION conference where the participants try to pursue an "unknown" related to the classroom.

3. Pickhardt suggests that "helping a beginner is not something one does to another, but rather something one does with another. That is, improvement of performance is most often the result of an individual, with the help of others, changing his/her own behavior.

The conference behavior which is suggested is not designed to assist the administrator in announcing his/her evaluation of a beginning teacher. It is, rather, designed to assist the administrator in utilizing the collected data as one resource in helping the teacher improve and change. The skills selected come from research by Acheson, Gall, Shinn, Martin, and others, but the reader will find a strong tie to the conceptual work of Anderson, Goldhammer, Cogan and Blumberg.

## PRE-OBSERVATION CONFERENCE BEHAVIOR

There are at least four things that the administrator should determine prior to making a formal observation in a beginning teacher's classroom. These include:

1. What kind of lesson will be observed
2. What teacher behavior will be exhibited
3. What will the students be doing
4. What competencies or concerns are the teacher currently working on with the support team

If the purpose of the formal observation is NOT summative in nature, the administrator and the teacher would jointly select a formative area or specific problem which he/she could observed to assist the teacher. If the purpose of the observation was summative, the administrator would review the summative instrument and procedure.

Other information will certainly be discussed at times, but most pre-observation conferences are, of necessity, brief and to the point.

## USE OF PERSUASIVE DATA

It may seem ludicrous for training materials designed for use with formative and summative instruments to stress the importance of use of persuasive data but research conducted by Shinn, Adwani, and others, have discovered that even when administrators collect "hard data" in classroom observations they often neglect to use it in conferences with those teachers.

Carl Rogers also warns against our tendence to announce judgments, evaluative conclusions, approval, and/or disapproval. Instead, research based upon his work has found that teachers benefit most from being guided to think critically about their own performance - analyzing it, identifying concerns, and solving problems.

RULE 1: Use persuasive data which you've collected concerning a teacher's behavior when you confer with that teacher.

## ESTABLISHING A RESPONSIVE CLIMATE

Kindsvatter and Wilden have contributed to our knowledge through exploration of climate building a collection of interactive behaviors which include:

1. active listening
2. asking clarifying questions
3. accepting and using ideas of the other

Mosher has observed that supervisory problems most frequently involve failures to communicate. He has found that supervisors are more likely to pontificate, interrupt, ignore, preach, etc., rather than engage in communication with the beginning teacher. Several authors (Mosher and Purpel, Acheson and Hansen, Shinn and others) specifically suggest that the effective conference is conducted by an administrator who "listens more and talks less." This behavior is particularly important in formative and developmental situations.

If an administrator is able to listen more and talk less, he/she should demonstrate that through the use of the teacher's words and ideas. Mosher and Purpel have found that the "supervisor is likely to find it more effective to talk about the teacher's perceptions (what the teacher sees) and the teacher's analysis (what he/she thinks is happening) than about the supervisor's own analysis."

Blumberg as well as Acheson and Gall stress the need for administrators to have the ability to ask clarifying questions - that is, questions which ask for information, ask for "how" rather than "why", which seek descriptions instead of explanations, and which seek to alleviate defensive responses.

RULE 2: Administrators should build a responsive climate by listening more and talking less, by asking clarifying questions, and by accepting and using the teacher's ideas.

## USE EFFECTIVE PRAISE

An administrator using effective praise during a conference with a beginning teacher will always praise performance or behavior and will never praise the person. If focus remains on the behavior, the administrator can allow room for growth within the teacher without having to deal with a "less than good" person.

Mosher and Purpel have found that effective praise of the teaching act reduces anxiety about evaluation, reinforces the positive behaviors of the teachers, and shifts the focus from the nervous person to the teaching act.

Reyes has found that instructional goals of the school and the administrator are more likely to be realized if positive examples are consistently reinforced in conferences with teachers.

RULE 3: Provide specific praise for specific performance.

## PURSUE ALTERNATIVES

To an extent greater than that appropriate to the more mature teachers, beginning teachers need to be provided with a variety of alternative behaviors, activities, and/or plans with which to compare and contrast their own behaviors. Kluender and Joekel found that opportunities should be provided the beginning teacher for seeing, discussing, and trying alternative approaches in his/her classroom. These alternatives must be both different ways to conduct an activity as well as different ways to view the teaching/learning act.

RULE 4: Since there is no ONE way to conduct most classroom activities, encourage the beginning teacher to continuously explore alternative approaches and alternative means of analyzing teaching.

## DEAL WITH FEELINGS AND ATTITUDES

Change does not occur simply because the teacher is provided with information which he/she did not have at an earlier time. Change occurs when an individual feels that some previous behavior is no longer serving a desired end. A person will change because they want to, because they fear the consequences of not changing, because they need to, etc. The effective administrator in a teacher evaluation conference must "tap into" those feelings and attitudes as one means of providing impetus to the change process.

RULE 5: Explore a teacher's feelings and attitudes about the desired change.

## AVOID GIVING DIRECT ADVICE

Please note that the word in the name of this paragraph is "avoid", not "never". While it is not effective to continuously give direct advice, the effective administrator will consciously provide a mixture of both direct and indirect advice. Blumberg and Amidon found that the administrators which teachers rated as most effective were those that consistently provide both direct and indirect advice during a supervisory conference.

Acheson and Gall found that "most supervisors have a natural inclination to be directive and, therefore, need to hold back on direct advice in order to allow teachers the opportunity to analyze and solve their own problems."

RULE 6: Provide direct advice only when you make the conscious decision that such is the best behavior.

## PLAN THE NEXT STEPS

No conference should end without a commitment to further activity on the part of both participants. The administrator needs to "take action when required", "provide for opportunuties to learn, study, or practice", "obtain agreement on improvement efforts", or "reach an understanding as to who will do what prior to the next time they work together."

RULE 7: Don't end a teacher evaluation conference without mutual understanding of the results and the plans for the next behavior on both parts.

# SUPERVISORY CONFERENCE PLANNING FORM

Name of Intern ______________________________ Date __________

School ______________________________

Observation Date __________ Observation Time __________ to __________

Lesson Observed : Grade Level _____ Grouping of Pupils __________

Topic/Content ______________________________

| Points for Discussion | Reinforcement or Alternatives |
|---|---|
| | |

Participants in Conference: ______________________________
Intern's Signature

______________________________
Directing Teacher's Signature

______________________________
College Supervisor's Signature

Length of Conference: __________ to __________

# ELEMENTS OF A SUCCESSFUL CONFERENCE

## Florida Performance Measurement System

1. Use persuasive data
   a. Distribute data before or at the start of a conference
   b. Allow time to look at it
   c. Answer teacher's questions about it
   d. Refer to it in discussion

2. Establish a responsive climate
   a. Listen more, talk less
   b. Ask clarifying questions
   c. Answer teacher's questions
   d. Paraphrase teacher's ideas
   e. Give tentative examples of teacher's ideas
   f. Acknowledge ideas
   g. Use ideas

3. Use effective praise
   a. Avoid luke-warm praise
   b. Praise specific behavior
   c. Give reasons for praise worthiness
   d. Praise behavior, materials, and attitude

4. Pursue alternatives
   a. Explore alternatives for both successful and unsuccessful behavior
   b. Explore alternatives for:
      (1) Behavior
      (2) Plans
      (3) Materials
      (4) Evaluation

5. Deal with feelings and attitudes
   a. Discuss "feelings about..."
      (1) Students
      (2) Process of evaluation
      (3) Positive and negative data
      (4) Methods
      (5) Materials
      (6) Situation
   b. Accept and explore attitudes

6. Avoid giving direct advice
   a. Assess readiness for change
   b. Decide when to be direct
      (1) How critical is the problem?
      (2) How "ready" is the teacher?
      (3) What alternatives exist?
      (4) What is the price of not being direct?

7. Plan the next steps
    a. What will happen tomorrow?
    b. What long-range plans need to be made?
    c. Is more observation needed?
    d. Is training necessary?
    e. Who's responsible for what?
    f. How will progress be monitored and reported?

# FORMATIVE ANALYSIS

This section of the Resource Manual includes formative instruments which can be used by the college supervisor in the formative analysis of interns. The purposes of formative analysis are:

a. to collect data to be used to understand, correct, and improve the intern's effectiveness,

b. to correct the teaching effectiveness of the intern,

c. to emphasize ongoing growth and development of the intern,

d. to collect formative data to use in the summative evaluation of the intern.

A brief description of each formative instrument and how it can be used by the college supervisor is provided.

Internship Enabling Activities, page 87

This instrument is also included in the Intern Module as it is a form to be completed by the intern. The Roman numerals at the top of the form refer to the eight objectives for internship as identified in the Intern Module. The letters refer to the Enabling Activities listed under each of the eight intern objectives and the numbers refer to the sub-parts of the Enabling Activities. Each intern is asked to complete this form weekly to provide feedback to the college supervisor as to the activities in which the intern is participating. It is a means of collecting formative data which can subsequently be used in the summative evaluation of the intern.

Generic Competency Check List, page 88

As required by law, each intern must successfully demonstrate the 24 Generic Competencies. These competencies serve as a basis for the UNF programs in the COEHS and are subsumed in the eight competencies identified in the revised Intern Module. This instrument is used to document effective and/or ineffective demonstration of the generic competencies. It is suggested that a + sign be used to signify a positive incidence of a competency and a - sign be used to record an ineffective incidence of a competency. This form may be used for all observations and the college supervisor can determine when an intern has sufficiently demonstrated a generic competency, at which time the competency can be checked off on the Generic Competencies summative form, which is included in the section of the Resource Manual labled "Summative Evaluation".

Formative Instrument I , page 89

This instrument is a revision of an observation form originally developed by the Division of Curriculum and Instruction. The revisions ensure consistency among the stated intern objectives, the 24 Generic Competencies, and the domains of the Florida Performance Measurement System.

Formative Instrument II , page 90

An instrument which allows the college supervisor to discuss major areas of strengths and weaknesses for an intern may be desirable in some situations. This form may be used singly or in conjunction with another formative evaluation instrument. It may be used as the focus for planning the supervisory post-conference with the intern following an observation. The form could also be used as a mid-term interim evaluation of the intern's performance.

Intern Professional Plan / Professional Development Plan, page 91

In the Beginning Teacher Program, the teacher is initially observed using the Summative Instrument (Appendix G of Intern Module). Based upon data from this observation, a Professional Plan for the teacher is developed by the Support Team. Noting the domains with which the teacher is having difficulty (Appendix D of Intern Module), team members then observe the teacher using the formative instruments for the domains identified (Appendix E of Intern Module).

Using this format, the college supervisor makes an initial observation, noting areas of strength and areas needing remediation. With the directing teacher and intern, the college supervisor then creates an Intern Professional Plan in which he/she identifies enabling activities to assist the intern in areas of weakness, identifies a date by which the competency is to be demonstrated, and records the actual completion date. This form consists of multiple copies: one for the college supervisor, the intern, the directing teacher, and the Office of Field Experience. A single copy of this form may be used for all observations of the intern so that a composite record is kept of the intern's progress, or a separate copy of this form may be used for each observation. The use of this form for observation, feedback to the intern, and for record keeping in the Office of Field Experience is an effective and efficient means of retrieving and reporting information.

Internship Evaluation: Physical Education , page 92

Because of the unique characteristics of instruction in the area of physical education, it is necessary to use a formative instrument which facilitates the collection of specialized data. This instrument is used by the college supervisor to observe physical education interns in instructional tasks with pupils.

Internship Evaluation: Special Education, pages 94-96

The unique features and responsibilities of the field of special education require a formative instrument which collects specific data. This instrument is used for each observation of a special education intern by the college supervisor.

Intern Behaviors Instrument , page 97

The Intern Behaviors Instrument uses a format which focuses on behaviors which the intern is requested to continue/maintain and increase as well as behaviors which the intern should seek to reduce/stop/avoid. This instrument is particularly applicable for the supervisory post-conference with the intern and should be completed, at least in part, prior to the conference. In suggesting new activities to try, the college supervisor provides specific enabling activities for the intern and concludes the conference on a positive note.

Intern Seminars, page 98

Using the formative data gathered in initial observations, college supervisors can make suggestions as to topics and activities for the Intern Seminars on campus. The Intern Seminars will be most meaningful to interns if they address specific needs and/or problems which have been identified. After your initial observation of your interns, return the Planning for Intern Seminars form to the designated person at the College of Education and Human Services.

Log

Many interns find it helpful to maintain a log or diary of intern activities and experiences. The log provides a format useful in assisting the intern maintain a record of hours in internship. Interns may also use the log to record critical incidents, to share feelings and to engage in self evaluation. The log provides the college supervisor with data of a more personal nature which is useful in examining the professional growth of the intern.

Portfolio

Beginning teachers are required by law to maintain a Portfolio of documents relevant to their teaching experiences which serves to verify demonstration of certain competencies. The Portfolio often includes the following documents: anecdotal records, written assignments, audiotapes, class records, class tests, data used for placement, diagnostic tests, graded papers, individual education plans, individual records, handouts, packets for learning centers, lesson plans, notes to parents, observation check lists, reports, summaries of professional readings, and written directives. It is useful to require interns to maintain such a portfolio for documentation of certain intern competencies and certain ones of the 24 Generic Competencies, particularly those competencies which can not be verified through observations.

## APPENDIX A

## INTERNSHIP ENA[illegible]NG ACTIVITIES

Obj. I

A. ____
B. ____
C. ____
D. ____
E. ____
F. ____
G. ____
H. ____

Obj. II

A. ____
B. ____
C. ____
D. ____
E. ____
F. ____
G. ____
H. ____
I. ____

Obj. III

A. ____
B. ____
C. ____
D. ____
E. ____
F. ____
G. ____
H. ____
I. ____
J. ____
K. ____
L. ____

Obj. IV

A. ____
  1.__
  2.__
  3.__
  4.__
B. ____
  1.__
  2.__
  3.__
C. ____
  1.__
  2.__
D. ____
  1.__
  2.__
  3.__
  4.__
E. ____
  1.__
  2.__
  3.__
  4.

Obj. V

A. ____
B. ____
C. ____
D. ____
E. ____
F. ____
G. ____
H. ____
I. ____

Obj. VI

A. ____
B. ____
C. ____
D. ____
E. ____
F. ____
G. ____
H. ____
I. ____
J. ____

Obj. VII

A. ____
B. ____
C. ____
D. ____
E. ____
F. ____

Obj. VIII

A. ____
B. ____
C. ____
D. ____
E. ____
F. ____
G. ____
H. ____
I. ____
J. ____

Intern ________________________

School ________________________

Week ________________________

Directing T. Sig. ________________

Directions: The letters refer to the Enabling Activities listed under each of the eight objectives identified in the Intern Module. The numbers refer to the sub-parts of the Enabling Activities.

## APPENDIX C

## Generic Competency Checklist

+ = a positive incidence of competency demonstrated

- = a negative incidence of competency demonstrated

| | OBSERVATIONS Dates | | | | CONFERENCES Dates | | | | PORTFOLIO |
|---|---|---|---|---|---|---|---|---|---|
| COMPETENCY | | | | | | | | | |
| 1. Oral Communication | | | | | | | | | |
| 2. Written Communication | | | | | | | | | |
| 3. Listening Comprehension | | | | | | | | | |
| 4. REading Comprehension | | | | | | | | | |
| 5. Fundamental Math Skills | | | | | | | | | |
| 6/19 Human Growth, Development | | | | | | | | | |
| 7. Entry Level Diagnosis | | | | | | | | | |
| 8. Long Range Goals | | | | | | | | | |
| Lesson Objectives | | | | | | | | | |
| . Instructional Materials | | | | | | | | | |
| 11. Select/Develop, Sequence Activities | | | | | | | | | |
| 12. Establishes Rapport | | | | | | | | | |
| 13. Presents Directions | | | | | | | | | |
| 14. Test Construction | | | | | | | | | |
| 15. Establishes Routines | | | | | | | | | |
| 16. Behavior Standards | | | | | | | | | |
| 17. Management Techniques | | | | | | | | | |
| 18. REcord Keeping System | | | | | | | | | |
| 20. Cultural Awareness | | | | | | | | | |
| 21. Student Self Concept | | | | | | | | | |
| 22. Positive Interaction | | | | | | | | | |
| Values Clarification | | | | | | | | | |
| 24. Special Needs Children | | | | | | | | | |

INTERN FORMATIVE EVALUATION

INTERN________________________ SCHOOL________________

COUNTY________________________ GRADE LEVEL/SUBJECT__________

Rating Scale: 5 = Excellent 4 = Above Average 3 = Average 2 = Below Average
1 = Inferior

Objective I
1. Learning objectives were clear to pupils. 1 2 3 4 5
2. Learning objectives were appropriate for pupil's needs. 1 2 3 4 5
3. Knowledge of content was adequate for lesson. 1 2 3 4 5

Objective II
4. Pupil on-task behavior was recognized and rewarded. 1 2 3 4 5
5. Pupil off-task behavior was identified and remedied. 1 2 3 4 5
6. Learning environment was managed effectively. 1 2 3 4 5

Objective III
7. Content was presented and developed effectively. 1 2 3 4 5
8. Resource materials facilitated pupil acquisition of objectives. 1 2 3 4 5
9. Seatwork/homework was effectively explained and supervised. 1 2 3 4 5

Objective IV
10. A variety of effective teaching strategies was employed. 1 2 3 4 5
11. Pupil understanding of concepts, principles, laws, and/or rules was facilitated. 1 2 3 4 5

Objective V
12. Communication was clear and organized. 1 2 3 4 5
13. Communication was effective in motivating pupils. 1 2 3 4 5
14. Communication assisted pupils in identifying important information. 1 2 3 4 5

Objective VI
15. Informal observation and measurement of pupil learning was effective. 1 2 3 4 5
16. Formal measurement and evaluation of pupil learning was effective. 1 2 3 4 5

Objective VII
17. Pupils were treated with dignity and respect. 1 2 3 4 5
18. Pupils with special needs were given effective instruction and supervision. 1 2 3 4 5

Objective VIII
19. Intern interaction with teacher was professional. 1 2 3 4 5
20. Intern interaction with other adults in the school was professional. 1 2 3 4 5

Time in Observation____________
Time in Conference____________
College Supervisor____________
Date____________

## APPENDIX F
## FORMATIVE INSTRUMENT II

Intern ______________________________ School ______________________

Grade Level/Content Area ____________________ Directing Teacher ______________

OBSERVATION

Date ______________ Time ____________ Type of Student Grouping ______________

Major Areas of Strength:

Major Areas of Weakness:

Suggested Remediation:

Focus of Next Observation:

Signatures: ________________________ ________________________

Intern Directing Teacher

________________________

College Supervisor

## INTERN PROFESSIONAL PLAN

INTERN ______________________ DIRECTING TEACHER ______________________

SCHOOL ______________________ COLLEGE SUPERVISOR ______________________

| INTERN IMPROVEMENT OBJECTIVES | ENABLING ACTIVITIES | COMPLETION DATES | | SIGNATURES | | |
|---|---|---|---|---|---|---|
| | | Anticipated | Actual | Intern | Dir. Tchr. | Col. Sup. |
| | | | | | | |

White Copy - Field Services Offic
Yellow Copy - College Supervisor
Pink Copy - Directing Teacher
Goldenrod Copy - Intern

## APPENDIX I

## INTERNSHIP EVALUATION
### Physical Education

Name of Student Intern

School

Date Observed

Directing Teacher

Supervising Teacher

**INSTRUCTIONS:** For each behavior observed, check the appropriate box and make explanatory comments. Use the following key: M/S-More than Satisfactory; S–Satisfactory; N/W–Needs Work; N/O–Not Observed.

| **U.N.F. TEACHER BEHAVIORS:** Physical Education | M/S | S | N/W | N/O | COMMENTS |
|---|---|---|---|---|---|
| 1. Evidence of pre-planning<br>(Presents written lesson plans: appears well prepared for lesson.) | | | | | |
| 2. Objectives clearly defined<br>(States objectives clearly and in behavioral terms.) | | | | | |
| 3. Progression and sequence<br>(Identifies psychomotor experiences that will contribute to the attainment of the stated objectives. Organizes experiences which account for proper sequence and progression.) | | | | | |
| 4. Consideration of growth and development characteristics (Selects activities and designs lessons appropriate to needs, interests, and taxonomy level of students.) | | | | | |
| Equipment and Supplies<br>(Sets up for lessons ahead of time in appropriate spaces for activity.) | | | | | |
| 6. Punctuality<br>(Starts class on time) | | | | | |
| 7. Directions/Instructions<br>(Gives clear, explicit instructions with minimal confusion.) | | | | | |
| 8. Flow<br>(Moves lesson quickly and easily from one part or activity to another and moves students efficiently and quietly to stations.) | | | | | |
| 9. Set to learn and motivation<br>(Makes effective use of behaviors aimed at motivating and sustaining student interest.) | | | | | |
| 10. Grouping<br>(Uses large and small group techniques when appropriate to the various learning activities and skill levels.) | | | | | |
| 11. Questioning<br>(Poses stimulating questions which require students to integrate facts see relations, form concepts, solve problems or be creative.) | | | | | |
| 12. Skill Analysis<br>(Detects inefficient performance, provides appropriate cues, and corrects learner errors according to biomechanical principles.) | | | | | |
| 13. Communication<br>(Uses effective verbal and non verbal modes of communication, good voice modulation, inflection, tone.) | | | | | |
| 14. Modeling/Demonstration<br>(Presents an accurate model of the skill to be learned.) | | | | | |
| Socialization<br>(Demonstrate resistance to socialization from peers and students.) | | | | | |
| 16. Humanistic Teacher Behavior<br>(Exhibits caring manner, eye contact, touch.) | | | | | |

BEST COPY AVAILABLE

| UNF TEACHER BEHAVIORS: Physical Education | M/S | S | N/W | N/O | COMMENTS |
|---|---|---|---|---|---|
| 17. Safety (Creates learning environment which is hazard free and safe.) | | | | | |
| 18. Classroom management (Creates learning environment with minimal off task behavior; and utilizes space for maximum activity. | | | | | |
| 19. Positive and Supportive Atmosphere (Demonstrates a respect for students' ideas and feelings and uses positive reinforcement.) | | | | | |
| 20. Teaching Styles (Uses different styles in teaching: skill acquisition model, movement education model, individualization, station teaching, etc.) | | | | | |
| 21. Evaluation Instrument (Selects, develops, and employs instruments for student evaluation which reflects objectives.) | | | | | |
| 22. Rapport with Students (Displays respect for the individuality of students.) | | | | | |
| 23. Instructional Aids/Materials (Makes good use of AV Aids and resource materials where appropriate.) | | | | | |
| 24. Knowledge of Subject (Demonstrates knowledge of the content, terminology, major concepts, rules and strategies of activity.) | | | | | |
| 25. Imagination and Creativity (Plans activities which are imaginative and creative.) | | | | | |
| 26. Adaptability (Is flexible in shifting methods, techniques, and attitudes to meet classroom situations as they arise.) | | | | | |
| Mental/Emotional Balance (Exercises self-control, poise and exhibits good judgment.) | | | | | |
| 28. Human Relations (Works effectively with peers, parents, supervisory and administrative personnel.) | | | | | |
| 29. Dependability (Demonstrates reliability and readily assumes job-related and non-teaching responsibilities.) | | | | | |
| 30. Enthusiasm (Exhibits vitality and enthusiasm for teaching.) | | | | | |
| 31. Professionalism (Displays behavior, attitude and personal appearance of a professional.) | | | | | |

BEST COPY AVAILABLE

## APPENDIX J

## UNIVERSITY OF NORTH FLORIDA
## SPECIAL EDUCATION DEPARTMENT

### Practicum/Internship Evaluation Form

Name: ______________________________ Term: ______________________________

School: ______________________________ Evaluator: ______________________________

Please rate the student on the following items with 5 being the highest.

Dates of visitations:

Lowest Highest

I. Learning Style 1 2 3 4 5

The teacher determines the pupil(s) learning style(s), which is evidenced by the following:

A. The teacher states the pupil(s) learning potential (I.Q. or aptitude).

B. The teacher determines the pupil's use of instructional modalities.

C. Determines other relevant information related to the pupil's learning style. (e.g. Inductive vs. Deductive learning behaviors, reasoning ability)

II. Entering Behavior 1 2 3 4 5

The teacher determines the pupil(s) entering behavior(s) as evidenced by criterion referenced testing. The teacher administers achievement tests (WRAT).

III. Objectives 1 2 3 4 5

The teacher makes appropriate use of objectives. This is evidenced by both:

A. The teacher states his/her terminal objectives and enroutes (daily) objectives in terms which are observable and measurable. The objective describes what the learner will be doing, under what conditions the learner will perform, and the criteria of success.

B. The objectives have been communicated to the learner. This is evidenced by the pupil's verbal statement as to what he and the teacher are trying to accomplish.

IV. Lessons are Developmental 1 2 3 4 5

The teacher's lessons for the pupil(s) contain enroute objectives that are directly related to the terminal objectives. Instruction should be:

A. Hierarchically arranged

B. Proceed from the concrete to the abstract (where appropriate)

C. Proceed from simple to complex skills

Lowest Highest

V. Elicitors Identified 1 2 3 4 5

The methods and materials employed in the lesson bring forth desirable pupil responses, as evidenced by:
A. Pupil attention to task and/or teacher
B. Completion or near completion of task
C. Emission of desirable behaviors on the part of the pupil. (Evaluated by the supervisor or professor)

VI. Learning Environment 1 2 3 4 5

The classroom environment is conducive to learning, within the constraints of room. This is evidenced by:
A. Appropriate display of materials
B. Advanced preparation of materials
C. General organization of software and hardware.

VII. Evaluation 1 2 3 4 5

Instruction is evaluated in terms of behavior change. This is evidenced by:
A. Written notation on the diagnostic-prescriptive teaching forms
B. The success rate of the pupil. The pupil's work is attached to the diagnostic-prescriptive form.
C. The keeping of tracking cards for each pupil which show skill attainment by the pupil in each area.

VIII. Rapport/Motivation 1 2 3 4 5

The teacher has established rapport with the pupil(s) and has incorporated motivational techniques in the learning environment. An interest inventory should be administerd where appropriate. This is evidenced by one or more of the following items A through F AND one or more of the following items G thru I.
A. The pupil(s) initiate(s) conversation with teacher and/or
B. The pupil(s) ask(s) the teacher questions and/or
C. The pupil(s) smile(s) at the teacher and/or
D. The pupil(s) contribute(s) information to the discussion taking place and/or
E. The pupil(s) offers help to the teacher and/or
F. The teacher incorporates the pupil(s) thoughts, ideas, or comments into the lesson.
G. Instructional materials reflect pupil(s) interest(s) and/or
H. Reinforcement procedures reflect pupil(s) interest(s) and/or
I. Application activities reflect pupil(s) interest(s).

IX. Reinforcement of Academic Achievement 1 2 3 4 5

The teacher uses reinforcement techniques to increase the academic achievement of the pupil(s). This is evidenced by:
A. Observation and audition of the teacher's verbal statements in response to learner behavior and/or
B. Written records that evidence baseline data and reinforcement intervention. (The pupil(s) behavior, as recorded by the teacher shows desirable progressive developmental changes.)

Lowest Highest

### X. Reinforcement of Social Behavior

1 2 3 4 5

The teacher uses techniques to reinforce appropriate social behavior. The teacher DOES NOT reinforce undesirable behavior. The above is evidenced by:

A. Observation and audition of the teacher's verbal statements in response to learner behavior and/or
B. Written records that evidence baseline data and reinforcement intervention. (The pupil(s) behavior as recorded by the teacher, shows desirable progressive developmental changes.)

### XI. Application

1 2 3 4 5

The teacher provides activities for transfer and generalization. The pupil evidences knowledge of the correlation between what is learned in school and the outside world by:

A. Verbally pointing out real life examples and/or
B. Having pupil(s) generalize or apply the findings to other situations and/or
C. The pupil(s) demonstrates the knowledge learned in school to other situations.

### XII. Knowledge of Theoretical and Scientific Studies

1 2 3 4 5

The teacher translates scientific studies and theoretical formulation into effective educational implementation. The teacher at all times must be able to give a rationale for what he/she is doing. This is evidenced by answering questions posed by the internship supervisor on the rationale of the lesson design.

### XIII. Postive Affect

1 2 3 4 5

The teacher demonstrates positive affect toward the pupil(s) in his/her classroom, parents of these pupils and other professionals. This will be evidenced by:

A. The completion of attitudal scales
B. Internship supervisor evaluation

COMMENTS:

# APPENDIX L

## INTERN BEHAVIORS INSTRUMENT

Intern ______________________________ School ________________

Grade Level/Subject ____________________ Date ____________________

Time in Observation ____________________ Time in Conference ________

Behaviors to Continue/Maintain:

Behaviors to Increase:

Behaviors to Reduce/Stop/Avoid:

New Activities to Try:

______________________________
College Supervisor

## APPENDIX N

## PLANNING FOR INTERN SEMINARS

Based upon an initial assessment of the needs of my interns, I would suggest the following topics/activities for the Intern Seminars:

| Intern Seminar Dates | Suggested Topics/Activities |
|---|---|

I will be willing to assist with the Intern Seminars by:

______________________________________
College Supervisor

The data collected from the formative analysis of the intern serve as the basis for the summative evaluation of the intern. However, because internship is a synthesis operation, the summative evaluation is more than the sum total of the formative analyses. The gathering of data through the formative instruments can be viewed as the measurement of intern performance while the assignment of the final grade in internhsip is a process of evaluation.

Some assumptions regarding the evaluation of interns are:

1. Evaluation is a continuous on-going process involving the directing teacher, the college supervisor, and the intern.

2. Feedback for the college supervisor is an essential aspect of evaluation.

3. Criteria for the evaluation of the intern must be communicated by the directing teacher and the college supervisor to the intern.

4. The intern should be encouraged to engage in self-evaluation.

A final three-way conference is important in communicating the summative evaluation decision to the intern.

Criteria for the summative evaluation of interns have been identified in the eight competencies specified in the Intern Module. It is important to note that the instructional setting to which the intern is assigned can restrict or enhance the intern's demonstration of these competencies. For this reason, the college supervisor needs to consider the frame factors in the intern's placement which impact his/her performance.

The summative evaluation of the intern requires that the college supervisor assign a letter grade, A, B, C, D, F, for the internship experience. Although the directing teacher provides important feedback concerning intern evaluation, it is the responsibility of the college supervisor to determine the final grade. It is frequently difficult for the college supervisor to discriminate among A,B,C, performance of interns. It is often particularly difficult for both directing teachers and college supervisors to describe the difference between "A" and "B" intern performance.

Certain assumptions can be made regarding the assignment of letter grades in internship:

a. Two basic ways to discriminate among letter grades are in terms of quality and quantity.
b. The intern competencies, as identified in the Intern Module, represent minimum level of competency, or a "C".

c. The intern must demonstrate the 24 Generic Competencies to earn the minimum of "C".
d. If quantity is to be the measure, additional competencies or a certain number of Enabling Activities must be identified for the "B" and for the "A".
e. If quality is to be the basis for evaluation, an objective way to assess quality must be used.
f. It is possible to use both quality and quantity as a measure of intern performance.

The Special Education Department uses the following criteria for determining internship grades.

The A student demonstrates the competencies consistently and has developed each competency beyond what is required.

The B student demonstrates each competency consistently.

The C student demonstrates each competency some of the time.

The D student can verbally state what is expected, but does not apply it in instruction.

The F student cannot verbalize nor demonstrate the competencies.

Other ways to consider discriminating among letter grades follow.

Grade of C = Minimum Level of Competency

Grade of B = Above Average Performance

Grade of A = Outstanding Performance

Another method is to use the quantitative measure of number of enabling activities with a quality reference.

A = All required Enabling Activities plus X number more at "A" Level of Performance

B = All required Enabling Activities plus Y number more at "B" Level of Performance

C = All required Enabling Activities at "C" Level of Performance

With this method, as with all, it is important to consider the constraints of the intern placement on the opportunity for the intern to complete the Enabling Activities.

The following information provides other means to assist the college supervisor in the process of intern summative evaluation.

## Contract Grading System

Use a contract grading system which allows interns to decide the grade for which he/she will work. Specify the enabling activities from the Intern Module which must be successfully demonstrated for each letter grade. It is important that the activities suggested be within the scope of the specific school and class to which the intern is assigned. The emphasis must be upon quality of experiences and not just quantity. The grade of "C" must require the intern to demonstrate the minimum competencies required for successful demonstration of intern competencies.

## Point System

Use a Point System, 5-1, which reflects the data gathered from formative evaluation instruments. Also, in order to arrive at the total points for each observation, assign points for each activity or responsibility as record-keeping, attendance at Seminars, based on quality of performance. Determine the total number of points possible during internship and develop an A-B-C system based on these points. Use a "discretionary points" list to handle situations where an intern might be at a disadvantage due to school setting, grade placement, class frame factors, and/or selection of directing teacher. This would allow the adding of points to avoid the intern's being penalized because of factors over which neither he/she nor the University has any control.

## Professional Development Plan

Use the Professional Development Plan which was created for the intern as the frame of reference for determining the growth of the intern. The extent to which areas of strength were maintained and enhanced and the improvement of weaknesses is an indication of intern performance and growth.

## Intern Self Evaluation

Ask the intern to evaluate him/herself and justify the decision. This procedure might provide additional information helpful to the college supervisor in making decisions regarding intern summative evaluation.

## Generic Competencies Checkoff, page 103

The college supervisor may assume the responsibility for documenting mastery of the generic competencies for an intern, or may ask the directing teacher to assume this responsibility. The summative Generic Competencies form is also included in the Intern Module so that the intern may provide this form to the directing teacher. Documentation of each intern's demonstration of the generic competencies is necessary for our files; the college supervisor or the directing teacher must complete this form on each intern at the end of the internship experience and return it to the designated person.

Internship Profile , page 104

The Internship Profile is the current summative evaluation instrument submitted for each intern by both the college supervisor and the directing teacher. Using feedback from college supervisors and directing teachers, this Internship Profile has been revised. The revisions make the Profile more consistent with the intern competencies and the 24 generic competencies. The college supervisor, using feedback from the directing teacher, completes this form, shares it with the intern in a three-way conference with the directing teacher, and submits it to the Director of Internship.

Log of Time Spent in Intern Supervisory Activities, page 105

It is important for the college supervisor to document hours spent in the tasks and responsibilities of intern supervision. The Log of Time form assists the college supervisor in maintaining a weekly record of this time.

Log of Time Spent in Intern Supervisory Activities, page 106

The weekly hours recorded on the Log of Time form is included in the Log of Total Time form. This form summarizes the college supervisor's hours spent in intern supervision for the semester.

College Supervisor Evaluation of Internship Program, pages 107-109

To provide data with which to evaluate our Internship Program, we ask that you complete the College Supervisor Evaluation of Internship Program. Please return this form to the designated person in the College of Education and Human Services.

BEST COPY AVAILABLE

# APPENDIX D

## GENERIC COMPETENCIES

| | | INITIAL | DATE |
|---|---|---|---|
| 1. | The ability to orally communicate information on a given subject in a coherent, logical manner. | | |
| 2. | Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structures. | | |
| 3. | The ability to comprehend and interpret a message after listening. | | |
| 4. | Demonstrate the ability to read, compose, and interpret orally and in writing, professional material. | | |
| 5. | Demonstrate the ability to comprehend and work with fundamental mathematical concepts. | | |
| 6/19. | The ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom and to counsel the same students concerning their needs in these areas. | | |
| 7. | Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic lists, teacher observation and student records. | | |
| 8. | Identify long range goals for a given subject area. | | |
| 9. | Construct a given set of instructional objectives for student learning needs. | | |
| 10. | Select/adapt/develop materials appropriate for a given set of instructional objectives and student learning needs. | | |
| 11. | Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs. | | |
| 12. | Establish rapport with students in the classroom by using verbal and/or visual motivational devices. | | |
| 13. | Present directions for carrying out an instructional activity. | | |
| 14. | Construct or assemble a classroom test to measure students' performance according to criteria based upon objectives. | | |
| 15. | Establish a set of classroom routines and procedures for utilization and care of materials. | | |
| 16. | Formulate a standard for student behavior in the classroom. | | |
| 17. | Use effective behavior management techniques. | | |
| 18. | Identify and/or develop a system for keeping records of class and individual student progress. | | |
| 20. | Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic and economic groups. | | |
| 21. | Demonstrate instructional and social skills which assist students in developing a positive self-concept. | | |
| 22. | Demonstrate instructional and social skills which assist students in interacting constructively with their peers. | | |
| 23. | Demonstrate teaching skills which assist students in developing their own values, attitudes and beliefs. | | |
| 24. | Demonstrate the ability to recognize and be aware of the instructional needs of exceptional students. | | |
| 25. | Demonstrate the ability to stimulate and direct student thinking and to check student comprehension by questioning techniques. | | |
| 26. | Demonstrate the ability to provide practice to promote learning and retention. | | |
| 27. | Demonstrate the ability to treat student talk in ways that encourage student participation and maintain academic focus. | | |
| 28. | Demonstrate the ability to use feedback procedures that give information to the student about the appropriateness of his/her response. | | |
| 29. | Demonstrate the ability to conduct review of subject matter. | | |
| 30. | Demonstrate the ability to use class time effectively. | | |
| 31. | Demonstrate the ability to present forms of knowledge such as concepts, laws, and rules. | | |
| 32. | Demonstrate the ability to control the quality of vocal expression. | | |
| 33. | Demonstrate the ability to use body language to express interest, excitement, joy and personal relations. | | |
| 34. | Demonstrate the ability to give examinations in a manner to minimize anxiety and cheating and to provide appropriate feedback on test performance. | | |
| 35. | Demonstrate the ability to recognize signs of severe emotional distress in students and the ability to utilize techniques of crisis intervention. | | |

72

77

Directing Teacher Signature Date

Intern Signature Date

College Supervisor Signature Date

White Copy - Office of Field Services
Yellow Copy - Office of Field Services
Pink Copy - Intern
Goldenrod Copy - College Supervisor

## APPENDIX H

## INTERNSHIP PROFILE

Intern ______________________ Grade, Subject or Area ________________

Directing Teacher ____________________ School ______________________

County ______________ Dates of Experience - From: ________ To: ________

Please comment on the QUALITY of each of the following with a narrative statement reflecting the Intern's observed strengths and/or areas in need of improvement. Circle number to indicate evaluation level:

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Inferior

| COMPETENCIES: | LEVEL: | COMMENTS: |
|---|---|---|
| 1. Knowledge of Content | 5 4 3 2 1 | |
| 2. Effective Management of Learner & Environment | 5 4 3 2 1 | |
| 3. Presentation and Development of Content | 5 4 3 2 1 | |
| 4. Variety of Effective Teaching Strategies | 5 4 3 2 1 | |
| 5. Effective Communication | 5 4 3 2 1 | |
| 6. Effective Measurement and Evaluation Strategies | 5 4 3 2 1 | |
| 7. Rapport With Pupils | 5 4 3 2 1 | |
| 8. Demonstration of Professionalism | 5 4 3 2 1 | |

Summarizing Statement: (A descriptive statement which best describes the intern's demonstrated competencies and potential for the teaching profession.)

______________________________________________________________

______________________________________________________________

| | | |
|---|---|---|
| College Supervisor<br>or<br>Directing Teacher | Grade in Internship<br>(College Supervisor only) | Date |

White Copy - Office of Field Services
Yellow Copy - Office of Field Services
Pink Copy - Intern
Goldenrod Copy - College Supervisor

LOG OF TIME SPENT IN INTERN SUPERVISORY ACTIVITIES

NAME ______________________________

WEEK OF ______________________________
date

| | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | |
|---|---|---|---|---|---|---|---|---|---|---|
| Activity: | hrs. | min. | hrs. | min. | hrs. | min. | hrs. | min. | hrs. | min. |
| MEETINGS | | | | | | | | | | |
| OBSERVATION | | | | | | | | | | |
| CONFERENCES | | | | | | | | | | |
| TRAVEL | | | | | | | | | | |
| TELEPHONE CONFERENCES | | | | | | | | | | |
| SEMINARS | | | | | | | | | | |
| PREPARATION FOR SEMINARS | | | | | | | | | | |
| DEMONSTRATIONS | | | | | | | | | | |
| OTHER INSTRUCTION | | | | | | | | | | |
| OTHER PREPARATION | | | | | | | | | | |
| DIVISION-LEVEL PLANNING | | | | | | | | | | |
| RECORD KEEPING | | | | | | | | | | |
| other:(describe) | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

TOTAL FOR WEEK: ________________ hrs. ____________________ mins.

NUMBER OF INTERNS YOU SUPERVISE: ____________________

LOG OF TIME SPENT IN INTERN SUPERVISORY ACTIVITIES

NAME ______________________________ ______SEMESTER. 198_ NUMBER OF INTERNS ____________

| WEEK: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | TOTAL: |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ACTIVITY: | | | | | | | | | | | | | | | | | | |
| MEETINGS | | | | | | | | | | | | | | | | | | |
| OBSERVATION | | | | | | | | | | | | | | | | | | |
| CONFERENCES | | | | | | | | | | | | | | | | | | |
| TRAVEL | | | | | | | | | | | | | | | | | | |
| TELEPHONE CONFERENCES | | | | | | | | | | | | | | | | | | |
| SEMINARS | | | | | | | | | | | | | | | | | | |
| PREPARATION FOR SEMINARS | | | | | | | | | | | | | | | | | | |
| DEMONSTRATIONS | | | | | | | | | | | | | | | | | | |
| OTHER INSTRUCTION | | | | | | | | | | | | | | | | | | |
| OTHER PREPARATION | | | | | | | | | | | | | | | | | | |
| DIVISION-LEVEL PLANNING | | | | | | | | | | | | | | | | | | |
| RECORD KEEPING | | | | | | | | | | | | | | | | | | |
| other (describe) | | | | | | | | | | | | | | | | | | |
| TOTAL FOR WEEK: | | | | | | | | | | | | | | | | | | |

## APPENDIX N

### COLLEGE SUPERVISOR EVALUATION OF INTERNSHIP PROGRAM

This evaluation form enables you to indicate your reaction to the Internship Program and to the students' preparation prior to internship. Please circle the letter(s) that best reflect your rating and return this form to the designated person at the end of the semester.

SA= Strongly Agree A= Agree U= Undecided D= Disagree

SD= Strongly Disagree

SA A U D SD 1. My interns were knowledgeable of subject matter.

SA A U D SD 2. My interns were prepared to plan for instruction as evidenced by the quality of their written plans.

SA A U D SD 3. My interns demonstrated effective management of learner and environment.

SA A U D SD 4. My interns were able to utilize a variety of teaching strategies.

SA A U D SD 5. My interns communicated effectively.

SA A U D SD 6. My interns were able to measure and evaluate student achievement.

SA A U D SD 7. My interns interacted positively with pupils, including those pupils with special needs.

SA A U D SD 8. My interns were prepared to direct the activities of other adults (para professionals) in the classroom.

SA A U D SD 9. My interns demonstrated professionalism in the school setting.

SA A U D SD 10. I would categorize my interns as prepared to begin a professional career in teaching.

SA A U D SD 11. The Intern Seminars on campus were helpful to my interns.

SA A U D SD 12. I would categorize the directing teachers as "master" teachers.

SA A U D SD 13. The directing teachers were helpful and supportive of the interns.

SA A U D SD 14. Directing teachers should have had, or be encouraged to take, a course in the supervision of interns.

SA A U D SD 15. I learned some things from the directing teachers that will be beneficial to me in the supervision of interns.

SA A U D SD 16. The basic role of the faculty supervisor should be that of liaison between the University and the school to which the intern is assigned.

SA A U D SD 17. The use of cluster sites and intensive sites facilitated my effectiveness as a college supervisor.

SA A U D SD 18. The training sessions for college supervisors were helpful to me.

SA A U D SD 19. The Internship Module was helpful to me in the supervision of my interns.

SA A U D SD 20. The Resource Manual for College Supervisors was useful to me in the supervision of my interns.

1. How can the College of Education and Human Services strengthen its program to prepare students more effectively for internship?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

2. How can the College of Education and Human Services facilitate your effectiveness as a college supervisor?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

3. What additional feedback would you like to provide in order to improve the effectiveness of our Internship Program?

# REFERENCES

Abrell, R.L. (1974). The humanistic supervisor enhances growth and improves instruction. *Educational Leadership*, 212-216.

Acheson, K.A. & Gall, M.D. (1980). Techniques in the clinical supervision of teachers. University of Oregon: Longman Press.

Anderson, R.H., Goldhammer, R., & Krajewski, R. (1980). *Clinical supervision*. New York: Holt, Rinehart and Winston.

Andrews, L.O. (1968). *Student teaching*. New York: The Center for Applied Research in Education, Inc.

Bebb, A.M., Low, A.F. & Waterman, F.T. (1969). *Supervisory conference as individualized teaching*. Washington, D.C.: National Education Association.

Bloom, B.S. (1976). *Human characteristics and school learning*. New York: McGraw-Hill.

Boble, H. & Buchanan, P. (1976). Employee motivation: Praise is better than censure. *Canadian Business Magazine*, *49*, 22-24.

Burns, P.C., Roe, B.D., & Ross, E.P. (1984). *Student teaching and field experiences handbook*. Charles E. Merrill Publishing Co.

Cogan, M.L. (1973). *Clinical supervision*. Boston: Houghton Mifflin.

*Domains: Knowledge base of the Florida performance measurement system.* (1983). Florida Coalition for the Development of a Performance Measurement System. Tallahassee: Office of Teacher Education, Certification, and Inservice Staff Development.

Durrance, C.L. & Hilliard, P. (1969). *Guiding student teaching experiences*. Gainesville: University of Florida.

Flanders, N.A. (1970). *Analyzing teaching behavior*. Reading, MA: Addison-Wesley.

Flanders, N.A. (1976). Interaction analytic and clinical supervision. *Journal of Research and Development in Education* , *9*, 47-48.

Goldhammer, R. (1969). *Clinical supervision: Special methods for the supervision of teachers*. New York: Holt, Rinehart and Winston, Inc.

Goldhammer, R., Anderson, R.H. & Krajewski, R.J. (1980). *Clinical Supervision*. New York: Holt, Rinehart and Winston, Inc.

Hilliard, P. & Durrance, C.L. (1968). *Guiding student teaching experiences*. Washington, D.C.: Association for Student Teaching.

Kindsvatter, R. & Wilden, W.W. (1981). A systematic approach to improving conferencing skills. Educational Leadership, 38, 525-529.

Krajewski, R.J. (1982). Supervision: A conceptual framework. Journal of Research and Development in Education, 15 (2), 38-43.

Lewis, A.J. & Miel, A. (1972). Supervision for improved instruction: New challenges, new responses. Belmont, CA: Wadsworth Publishing Company, Inc.

Martin, O., Hiebert, B.A. & Marx, R.W. (1981). Instructional supervision in counselor training. Counselor Education and Supervision, 20, 193-202.

Mosher, R.L. & Purpel, D.E. (1972). Supervision: The reluctant profession. Boston: Houghton Mifflin Co.

Participant's Manual of the Florida Performance Measurement System. (1983). Florida Beginning Teacher Program. Coalition for the Development of a Performance Evaluation System. Tallahassee, FL: Office of Teacher Education, Certification, and Inservice Staff Development.

Roe, B.D., Ross, E.P. & Burns, P.C. (1984). Student teaching and field experiences handbook. Columbus: Charles E. Merrill Publishing Co.

Rogers, C. (1962). The interpersonal relationship: The core of guidance. Harvard Educational Review, 32, 416-422.

Rosenshine, B. & Furst, N.F. (1971). Research on teacher performance criteria. Research in teacher education: A symposium. (Ed. Smith, B.O.). Englewood Cliffs, NJ: Prentice-Hall, 37-72.

Ryans, D.G. (1960). Characteristics of teachers. Washington, D.C.: American Council on Teachers.

Sergiovanni, T.J. & Starratt, R.J. (1973). Supervision: Human perspectives. New York: McGraw-Hill, Inc.

Sergiovanni, T.J. (1976). Toward a theory of clinical supervision. Journal of Research and Development in Education, 9, 23-24.

Shane, H. & Weaver, R. (1976). Educational developments anticipating the 21st century and the future of clinical supervision. Journal of Research and Development in Education, 9, 95.

Shaplin, J. (1961). Practice in teaching. Harvard Educational Review, 31, 35.

Snyder, K.J. (1978). ACT: Administrator-for-change training, module six. Lubbock, TX: Pedamorphosis, Inc.

Weller, R.H. (1971). Verbal communication in instructional supervision. New York: Teachers College Press.

Wilburn, K.T. (1983). The conference: Encouraging others to change their behavior. Journal of Employment Counseling, 20, 81-87.

Wright, C. & Nuthall, G. (1970). Relationships between teacher behaviors and pupil achievement in three experimental elementary science lessons. American Educational Research Journal, 7, 477-491.